A Framework for Managing Student Experience

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A Framework for Managing Student Experience

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ABOUT THE CHARTERED ABS SCHOLARSHIP SERIES

The Chartered ABS Scholarship programme offers funding opportunities for our members to undertake research which is of direct relevance to the priorities of the Chartered ABS and of benefit to our members. The current series supported three projects between 2019 and 2021.

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INTRODUCTION

The student experience agenda has dominated the higher education sector in recent years due to the increase in fees and use of student satisfaction measures to partially dictate university rankings. As a result, there have been a growing number of papers and conferences addressing this issue and interest in understanding student experience. It therefore seems appropriate that the Chartered Association of Business Schools (Chartered ABS), the lead organisation aimed at supporting business and management education, commissioned this study to help create a student experience management framework. The aim of the framework is to provide guidance to those in business schools tasked with creating, delivering and improving student experience and identifies the critical elements in the management of student experience. Throughout the report the focus of the study is on business schools, though many of the recommendations will also apply to other schools within the university sector. A number of the recommendations made below relate not just to leaders within business schools but to stakeholders within central university functions. The study addresses the following areas:

• Student Experience Strategy
• Marketing and Brand
• Student Experience Measurement
• Process and Systems
• In the Classroom
• Beyond the Classroom
• Facilities
• Personalisation/Empathy
BACKGROUND TO THE RESEARCH

The HEA (2014) indicated that student experience management is an under researched area, however, in contrast there is a growing body of literature which conceptualises and offers insight into customer experience management. The increasing complexity associated with creating, managing and controlling the customer experience has meant that it is regarded as a top managerial priority by one of the leading global consultancy organisations, Accenture. Similarly, within organisations, customer experience is seen as a driver of success and many organisations now see customer experience metrics as an important indicator of success. Within higher education institutions (HEIs) there is a similar level of interest in student experience as rankings are partly based on levels of student satisfaction. This increasing interest in student satisfaction has led to a growing number of academic outputs and conferences on the topic, however, a great deal of research output relates to student academic or classroom experience and does not always relate to the broader topic of student experience management.

In this report, we view student experience as being much broader than the classroom or learning experience and instead consider the totality of the experience in influencing student experience, and therefore extend the concept to student experience management. This is in line with the Higher Education Academy perspective on student experience in their 2014 study and fits with the perspective taken in business literature on understanding customer experiences. Consequently, in this report we take the stance that student experience is an all-encompassing construct, which requires attention beyond classroom activities and involves everything the student experiences in a physical, emotional and sensorial way. The learning experience is clearly a critical part of the overall experience, however, this is one part of the overall student experience.

Customers and students

In this report, the fact that the use of the notion of customer or consumer in the education sector can cause consternation is recognised. Educators often fear growing student entitlement and risks to engagement in learning in the form of asking for answers and demands to meet grade thresholds. Whilst it is clear that this is of growing concern and that there is a need to be wary of this there is no getting away from the fact that students make one of the largest financial and emotional investments of their lives by enrolling on a university course. Fear of consumerism perhaps emerges from a perception of consumerism based on the premise that there is absolutely no engagement on the consumer's part.

More recent perspectives within consumer studies reject this premise and instead draw on the concept of co-creation of value to argue that customer engagement is evident in all consumer interactions no matter what the context or the extent of the purchase. Any engagement with an organisation, no matter how large or small, involves the use of people, their knowledge and skills, in order to create value for both the individual and organisation, hence the increased use of customer co-creation in consumer studies. Often, the analogy of gym membership is used to explain the nature of student engagement and experience. Gym membership allows access to a gym, however, only through personal engagement, physical exertion and attendance will any fitness or weight loss be gained. Adopting the same lens for higher education suggests that only with student engagement, effort and attendance will students gain the outcomes expected from their university/business school experience. With this perspective, we can draw on the language and perspectives of customer experience with more comfort but of course be mindful of the specific context of higher education.

Liminality and the challenges of satisfaction

As noted above, universities are partly judged and ranked on their ability to deliver experiences which generate high levels of student satisfaction. Satisfaction suggests elements of happiness and a state of contentment with their learning journey and student experience, however, the transformational nature of education means that the process and outcomes of learning may not always be comfortable or indeed make students happy. An effective learning experience will result in students moving from preliminal to liminal to postliminal stages throughout their learning journey. In the preliminal stage students will encounter and investigate both new knowledge and experiences which take them to a stage of liminality in which the implications of new learning may result in personal transformation which may challenge previous long held perceptions of self and identity. The process of reconstruction of self may not be comfortable and may cause anxiety and distress for the individual student. At postliminal stage individuals will cross into a new state in which the consequences of learning will be evident through a change in discourse and behaviour. Having to deliver an experience which results in a satisfied and, by default, happy student seems at odds with an experience which may fundamentally change an individual’s previously held sense of self.

Expectations and satisfaction

HEIs are increasingly under economic, social, and political pressures to meet demands and expectations from students and society. They face continuous scrutiny to enhance opportunities for student development and drive the knowledge economy. In addition, since the rise in tuition fees in 2012, HEIs are expected to prove ‘value for money’ by providing student satisfaction and ensuring student success. Whilst the notion of students as consumers is conflicting, changes in the higher education sector have led to marketisation perspectives to maintain a sustainable marketplace. To do this, a ‘student-orientated’ approach is adopted in which meeting student expectations has become a focal point.

Students themselves face financial stress, an uncertain jobs market, and family pressure to succeed at university; this puts greater pressure on HEIs to meet their expectations. In September 2019, it was reported by UCAS that more than half of young people went to university, with those percentages predicted to be increasing in the next decade. This is evidence of an increasingly diverse student body, which causes a broadening of student demands and expectations, making it more complex for HEIs to understand. Often, their initial purpose of going to university is for a degree and to get on a career path, which means their expectations are largely based around academic and employability offerings. By understanding student expectations and collating their perspective, HEIs can respond effectively to close the expectation gap and enhance student satisfaction.

Life as a student

Student life is complex, as they try to balance the demands of academic, extra-curricular, and social activities. Student experiences and perceptions are shaped by the networks of people and platforms that exist within the university ecosystem. Researchers and practitioners focus on the in-class experience, but with the average contact time with tutors being just 15 hours a week in the UK, it is key to recognise that activities and people out of the classroom are going to have a notable influence. Students are continuously encouraged to engage with extra-curricular activities that can help self-development, retention, and satisfaction. A combination of social and academic engagement contributes to student satisfaction and retention, however, academic engagement alone will have a negative impact on retention.

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4 Hu Reconsidering the Relationship between Student Engagement and Persistence in College, April 2011, Innovative Higher Education 36(2):97-106
Student life is subjective and dynamic, which means perspectives and expectations will change depending on the point in their journey.

Therefore, a focus on the student life both inside and outside the classroom is important for understanding student perceptions and decision-making.

In addition to the university ecosystem widening, student personal responsibilities and everyday challenges have become more apparent. There is a more diverse demography of students at university, which means students have different experiences and challenges. For example, students have responsibilities, including working part-time, looking after children, being carers, which can bring financial and time management challenges. This can make time management difficult and cause them to miss out on other student experiences, such as sports, societies and social activities, which as mentioned, can inhibit satisfaction.

The student lifecycle

Student life is subjective and dynamic, which means perspectives and expectations will change depending on the point in their journey. Whilst each experience is individual, there are shared patterns in the undergraduate journey that can help universities tailor offerings. Here, we briefly discuss how the student journey can change, although it must be noted that it is more temporal in the complex university ecosystem.

When students transition to university, the focus is on finding opportunities to meet friends and settle into their new environment. At this point, students are less concerned with functional academic activities and more interested in their extra-curricular and social networks that can help them feel emotionally supported. As first year develops, students are adjusting to finding their role as a student, including new networks and balancing other responsibilities. They are likely to copy the behaviour of peers, discover their learning styles, and decide what activities are important to their university experience. The role of universities is to set a good precedent, build confidence, and encourage a sense of community between students and staff.

As the student’s experience develops, their engagement will become routine as they are more self-assured about the value they think the university offers. This is a challenging time to engage students differently, as many have developed their perceptions of university offerings and decided whether they meet their expectations.

Towards their final year, students will reflect on their previous engagement activities and many will realise that they have not been prioritising previously perceived aims of academic success and employability. They will often take responsibility at this point for their success and satisfaction levels and will look to the university for offerings to help them resolve this.

The role of universities

A raft of complex issues have been raised relating to the individual student so far such as the challenges of liminality, the complex and changing expectations of students and the personal challenges faced by students. Universities have often treated students as homogenous groups but this may no longer work given the diverse nature of the student body. Externally the marketisation of higher education adds extra pressures to HEIs and these have been well documented. Of course, we must also note that universities still have to deliver a high quality educational product in the form of relevant and up to date content whilst also navigating opportunities afforded by technology. How universities deliver learning i.e. the delivery mode is becoming as important as what is delivered i.e. the learning.

The areas mentioned above point to the complex managerial challenge faced by those leading and delivering education within business schools. The marketisation of education, the inherent difficult nature of learning, and the varying demands placed on students within their personal lives along with the temporal nature of student expectations and demands through the student lifecycle all contribute to this complexity.
METHODOLOGY

To carry out the study, 180 students and 28 staff from business schools across the UK completed separate staff and student online questionnaires between January and March 2020. Additional online staff focus groups and student focus groups happened between June and July 2020. Tables 1 and 2 below provide details of student characteristics for both the questionnaire and focus groups and table 3 details staff focus group characteristics. The student survey and staff survey were completed pre-Covid and focus groups were held during the early stages of the pandemic. The questions can be found in Appendix 1. The focus groups asked students and staff additional questions regarding the impact of Covid, however, this was not the main area of discussion. Within the report, quotes from staff focus groups and student focus groups are included. The survey responses helped to shape and inform the questions asked during the focus groups and can be found in appendix two and three. Graphs detailed in the report are drawn from the online questionnaires. Within the student sample, 61% were female and 39% male. The sample included 56% from the undergraduate student population and 40% of the student sample had part-time jobs. PhD candidates, part-time and post-experience students were not included in this sample.

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<th>Age</th>
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Table 1: Student Survey Characteristics

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<td>Gender</td>
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<td>Sample size and as % of total</td>
<td>8 (44%)</td>
<td>10 (56%)</td>
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Table 2: Student Focus Group Characteristics
A literature review of both student and customer experience was conducted to help shape the questions covered within the questionnaire. The focus group questions were developed following a review of survey outputs. Results from a recently complete PhD ethnographic study on student experiences was also used to shape the survey questions.
DEFINING STUDENT EXPERIENCE

As a starting point, students and staff were asked how they would define student experience. Although there was overlap in some of the areas suggested, the emphasis or priorities were sometimes different. As would be expected staff emphasised the learning aspects of student experience whereas students focused on the support and personalised aspects of their experience.

When asked to consider how they would define student experience, most of the staff respondents during the focus groups referred to the learning experience, and included classroom activities, engaging lectures, student academic achievement as a passport to their future careers, and extra-curricular activities.

In addition, staff suggested that human interaction was an important component:

‘I would define it as how students engage with activities in the classroom, including their relationship with tutors and classmates. It may also be their relationships outside the classroom, including personal tutor meetings, employability, workshops, etc.’

Relationships with tutors, peers and housemates were deemed to be key influencing factors: ‘Who they trust and who they connect with will change their satisfaction, and I think it shapes their experience. If they have a good relationship with the tutor, they will have more 1-1s, email more etc, so I think the experience is all about, or at least formed through their relationships.’

During the focus group discussions, several academics mentioned life beyond the classroom i.e. the importance of friendship groups, and a social life outside of the academic aspects of student experience: ‘I would go further than the academic life, for many they are involved in clubs and societies, or even work part time.’

Staff also noted the temporal nature of how students viewed student experience and how different issues would have different levels of importance depending on the stage of the student experience:

‘It largely depends on their year groups. For some final years, their student experience is focused on their degree and working with employability to prepare them for graduation, but maybe first years they have more time for the social side.’

Staff suggested that students’ perceptions of the student experience may change over time – for example, once they graduated their retrospective views may focus primarily on their academic, rather than social, experiences (or vice versa).

Further considerations included students’ degree choices and their personal characteristics: ‘If you are a mature student, you are more likely to only focus on the academic experiences, because you are busy and not concerned by (the social element).’

Staff understood that they were a vital component: ‘As an academic the heart of a student experience is our ability to help them graduate, succeed at university and the grade they get…’. Staff understood, therefore, that they had a significant responsibility, not only for the delivery of education but also to be approachable and supportive human beings.

There was broad agreement that student experience was an amalgamation of activities: ‘…are they happy, do they party, it’s all part of the student experience but it’s also about the exercises in class and positive dynamics in the group would lead to a positive experience.’
As the student experience was deemed to consist of so many elements, it stood to reason that any and all could have a negative impact, be it the tutor, the materials in class, the friendship group, the accommodation etc.

The transactional nature of education was deemed to be a further influencer. Staff suggested that expectations of the student experience had a monetary value due to the accompanying tuition fees.

This was mirrored in the responses from students, who tended to include several elements in their definitions of student experience, notably learning, extra-curricular activities and social aspects. Other factors ranged from nightlife to sports teams, from financial advice to general well-being.

The most common discussion regarding the ideal student experience from students was around building relationships and having fun, whilst an overall goal was to enjoy their experience and find a career. Students believed their well-being and their relationships with staff and peers would enhance their learning and help them succeed. They did mention their learning but didn’t discuss any detail of how or what they expected in that aspect which suggests that they expected it to be delivered well whereas staff focused on the quality of learning experience and graduate career outcomes.
MARKETING – MAKING AND KEEPING PROMISES

The role of marketing and brand in setting expectations for students plays a significant role in creating perceptions, which in turn impact levels of satisfaction generated in relation to their actual experiences. In this report, marketing is seen as any activity undertaken by the university e.g. the website, communications and other relevant materials used to communicate to prospective and current students. Brand, on the other hand, is seen in this report as issues relating to shaping and defining who you are as an organisation or university and what you are known for and creating a set of guiding principles which in turn are delivered through your marketing activity. This activity then helps form perceptions relating to your organisation.

One lecturer, who has worked at both a post-92 university and a Russell Group university, suggested during a staff focus group that set preconceptions may mean that students in Russell Group universities rate their experiences in a more positive light due to existing reputation and the associated better expected student graduate outcomes. Noting the disparity in teaching experience they noted that more was delivered at the post-92 university, however, their NSS scores were lower than the Russell Group university in the same city mentioning: ‘I think it is the kind of reputation and it’s almost like ‘oh we’ve got to a Russell Group, it’s amazing, ..we’re living the experience’.

During the research we found that students were comfortable with the marketing messages presented to them when choosing their university and in the main had very little to say when asked whether they felt that marketing messages they received were authentic. This suggests students were broadly comfortable with their university’s marketing approach. However, a number of international students felt that promises made regarding graduate employability were at times over inflated. They pointed out that it was only when they came to the UK and joined the university they discovered that the chances of them finding a suitable graduate role in the UK, which met visa requirements, were slim. This left them feeling cheated: ‘So, I think that’s very misleading, because you look at the percentage and you think, okay, I’ll definitely have a job after I graduate’.

When appealing to students who wanted a more intimate and self-contained environment, it seemed that the smaller universities potentially had more control over their brand and could market more precisely. As one student pointed out: ‘I think they accurately market themselves. A big reason I chose here is because I wanted a small university where I can get to know tutors and have a better relationship’.

Third party support can offer more objective and trusted content: ‘I had read reviews online from current students, and this uni appeared as more supportive, and I definitely think that is true.’

When support of a more personal nature is required, universities can meet those needs if the systems are in place: ‘I think they have done well, I received immense support, which is what I was promised. For example, they called me to help go through welfare intervention, disabled access, and extensions for work. I did not feel alone, and that was vital.’

Sometimes their expectations are surpassed: ‘I had a few surprises when I came to university and got to do some things I wasn’t expected which were organised by the business school’ - these were mainly experiential events working with other organisations.'
A Framework for Managing Student Experience

The brand, and its subsequent marketing, are complicated and multi-faceted. Students were able to identify that some expectations were met, and others were not:

‘I actually think they undersell a lot, they don’t push things around sports or societies, which I think are really important. Focus is always on the course itself. In terms of facilities, it is safe, and the campus is beautiful and clear, which is what was promised. I also think sport is very good and lot of great coaches to push us. I also like that it is a small university, and my tutors know me personally, which was really pushed in the open days. So overall, yes, maybe not the course content. I think I expected more employability in my modules.’

Negative remarks were focused on universities providing inaccurate information on course choices, pedagogy specific to their employability choices, and the variation in teaching/service provision: ‘Universities focus on marketing the teaching and employability support. In certain aspects, for example, there are some lecturers (who are) not as good and it impacts our grades. Open days made out that lecturers will always be there for support and help, but actually it is inconsistent.’

Variability in career preparation and support was a concern: ‘I thought employability would be a priority, and they continuously speak about success and preparing students. Actually, there is not enough of this and I do not feel I made good networks.’

Universities can under deliver pedagogy: ‘I also think they make promises about high teaching levels, but some lecturers are definitely not up to scratch.’

Provision for non-traditional students could be lacking: ‘…as a mature student, I was promised social activities and non-drinking events…not the case, and there was little out there for me, and staff didn’t really understand:’

FINDINGS

There may be a correlation between the time and effort students devote to researching their choice of course and university, and their level of satisfaction.

Smaller universities seemed to perform better when it came to deliver what marketing had promised.

Students felt that their experience was variable and that the high levels of teaching they were expecting were not always delivered which added an element of distrust with the university.

The language used by students suggests that they do indeed see the marketing messages/claims as ‘promises’ and felt let down when these promises were not kept, however, in the main, students felt most promises were kept.

External reviews and word of mouth are important when making university choices.

Students have high expectations when it comes to employability support as this seems to be an important part of the marketing messages presented.

Universities’ brand or reputation with higher perceived graduate outcomes may influence student expectations and in turn how students assess their student experience.
RECOMMENDATIONS

Ensure claims or promises made in marketing messages, especially those relating to employability, are delivered within the student experience. Strong partnerships between marketing professionals and academic teams are needed.

Track external reviews and ensure marketing feeds back important issues to be addressed.

Ensure universities with lower perceived graduate outcomes work hard to support students with their long-term career aspirations and market career success with recent alumni.

Track word of mouth performance through the use of net promoter score (a widely recognised metric which assesses likelihood to recommend a product or service.)
STUDENT EXPERIENCE STRATEGY

In terms of a clear business school or university student experience strategy most staff mentioned that they were unaware or unclear whether their university had one in place. As one lecturer pointed out:

‘I know there are roles in the university, including a Dean of Student Experience, so I assume there is a strategy. However, I am unaware what this is and don’t know what the initiatives actually are. It doesn’t really affect my work and I am never asked to do anything around it.’

Whilst staff identified the lack of a clear student experience strategy, they did recognise that senior leaders within the university were active in trying to improve student experience and it was evident to all who took part in the research that this was a priority for their university. Additionally, 64% of business school staff felt that the business school and university strategies were not aligned. This may relate to their lack of understanding of strategy in the university setting.

All staff were confident that senior leaders responded to student experience needs but some felt that their responses were sometimes reactive and not based on a clear direction or vision for student experience. A strategy may have been in place, but staff felt that this was not regularly communicated, nor did they feel engaged in the creation or operation of the student experience strategy. 30% of staff surveyed felt that they could not influence strategy. Also 73% of staff felt that the student voice was taken seriously by senior business school managers, however, in contrast only 53% agreed that staff voice was taken seriously by business school leaders when developing strategy.

As was noted within the results section there was some variety on how staff and students defined and included within their understanding of student experience. Disparity is evident on what is included within a definition of student experience with students focusing on the level of support provided and social aspects and staff focusing more so on the academic/learning aspects of student experience. Starting with a base of variance on what student experience is, and combining this with a lack of clear strategic direction on what student experience is, will clearly lead to issues for those at the coal face of student delivery.

Staff suggested that strategy statements were often made but rarely explained. One lecturer explained: ‘You have certain strategy statements but as academics we don’t know what that means for us. Nobody clarifies what strategy statements actually mean.’ Academics talked of ‘feeling’ the outcomes of strategy but not necessarily knowing or understanding what had driven that strategy from the top-down. It was also noted that there is perhaps a resistance from academics to becoming involved in strategy as it perhaps pointed to an acceptance of, or inclusion in, the notion of consumerism in higher education.

Staff agreed that a reliance on each other, and the (probably non-verbal) agreement of shared purpose was vital in the delivery of student experience strategy: ‘...the sense of team is important for the student experience. We rely on good fortune and good will and all we would need is for staff to say ‘this is enough’ for the whole thing to fall apart.’
FINDINGS
Strategies exist but are not explained and are not widely understood by lecturing staff who are ultimately at the coal face of student experience delivery.
Lecturers feel that the goodwill of staff is a big part of student experience delivery which in itself presents a risk for senior management.
Strategic responses are regarded as sometimes reactive and not part of a longer vision.
Staff feel that student voice is more important to senior leaders than staff voice when developing student experience strategy.

RECOMMENDATIONS
Ensure strategy is regularly communicated and importantly understood by staff.
Ensure there is a specific student experience strategy.
Ensure staff, along with students, have an equal role to play in the student experience development process to encourage buy in and involvement.
PROCESSES AND SYSTEMS

In any organisation processes and systems play a vital role in delivering experiences and ensuring that value is created. In the higher education sector, each area of the student experience will have a corroborating system or process e.g. library, virtual learning environment, finance, recording of marks etc. Only 9% of staff agreed that systems and processes helped them to deliver student experience effectively. The use of student dashboards, which gather student engagement data from library and virtual learning systems, to create student engagement measures were rarely mentioned by staff within the research. These are a relatively new development in the higher education sector and have been used by some institutions to support dialogue around student learning, particularly in schools with high student numbers.

Processes and systems were rarely mentioned by students as problematic, as unless they had a specific issue they rarely focused attention on how they worked, as they received the benefits of how they worked. There was an expectation from students that academics would point them in the right direction and have answers to questions regarding the whole university, including the library, registry, technology, well-being etc., however, this is a huge expectation given the complexity of the university structures.

There was evidence of reliance on their tutor as a guide. As one student said: ‘I always email my tutor when I am not sure on anything, often they do not know, and this normally means they forward my emails. I would have no idea who to contact or how to contact anyone else.’ This suggests that it is difficult for staff and students to navigate processes.

The reliance on tutors meant that students were in danger of missing important information: ‘I don’t really look at the website, it is not specific for my course, and I always feel the emails are not relevant most of the time, so I end up ignoring them.’ As a result, they could be dependent on their tutors’ ability and willingness to filter and prioritise information for them.

Sessions with staff revealed that there were differences between HEIs, that some had clearer and more prominent support structures, whereas students at others did not know who to consult if they had questions or ran into difficulties.

If staff were at the mercy of the support network, then so were the students. Staff became aware of the differences when joining another university: ‘All I need to do at my new institution is my job, to grade and teach, the support teams do all of the other work for me and support me so I can deliver a good student experience.’

There was general agreement that too much time was spent on administration, to the detriment of the student experience:

‘I didn’t become a lecturer to do admin, I suck at it…It takes up time and energy and it frustrates. Don’t give me tonnes to do and wonder why I get crabby in a classroom. We need time and space to get ready for a class.’

Communication between university departments was described as lacking: ‘Considering we are a small university, I know very little about what other departments do and I think that is a shame because we could learn so much. It should be easy to collaborate but we seem to have such segregation.’
The larger universities typically struggle to communicate with so many staff from different disciplines with different interests: ‘I sometimes feel the wider departments do not necessarily know what we need or communicate effectively to us...half the time it seems irrelevant or just a broad message without any practical ideas or support. I have just learnt to ignore most things and read what I think is relevant.’ Large student cohorts also made the ever-increasing administration tasks associated with learning even more time-consuming.

**FINDINGS**

Many traditional students come directly from sixth form and are not equipped to adapt. Having been previously spoon-fed to an extent, they need to adapt to a more self-directed environment which is often in a new location. To go through this upheaval and learn new processes and systems (that existing staff still struggle with) is a challenge.

Staff struggled with the burden of administration and found it difficult to keep on top of this whilst at the same time deliver up to date content and build relationships with students. Not all universities were the same in this regard, with some institutions giving higher levels of administration support to those in academic roles.

Staff find systems and processes do not aid in the delivery of student experience.

Staff suggested that communication and collaboration to support improvements across schools and departments was lacking.

**RECOMMENDATIONS**

Employing more administrative staff may alleviate the workload for academic staff, but will it help students? The bureaucracy of universities should be reviewed, and systems and processes simplified so that they are student and staff-serving, so that they make the lives of consumers and providers easier.

Considering the level of administration conducted by lecturing staff, they can end up being expensive administrators when ideally they should be focused on the student experience.
MEASUREMENT

There was a consensus of disapproval for how teaching staff’s performance was currently measured by students: ‘we are dealing with people, and students don’t always act in the way that you expect them to.’

Lecturers often felt that students did not always understand the questions: ‘How would they know what ‘challenging’ is? Everyone will view that in different ways.’ This was further supported by the view that: ‘the data doesn’t make sense. Sometimes the likert scales are good but the qualitative comments aren’t’.

Also, lecturers felt hostages to factors not in their control, for example, the timing of the sessions with 9am Monday morning sessions receiving lower scores due to their place in the timetable. There was an overall fear that student responses to surveys were not always reflective of the context or reality of the situation and therefore should be treated with caution.

The challenge of asking students to do things they may not enjoy but which ultimately help their understanding of the business world was something lecturers raised as an issue when it came to how students evaluated their experience in surveys: ‘I absolutely agree that not everything will be enjoyable for them… because we’re not there to entertain them…It’s for them to work hard, to be prepared for the real world’.

Others felt that the rewards of studying at HE do not become apparent until after students have graduated: ‘You recognise bad service because it upsets you in some way…the essence of good service is that you don’t notice it so students may not recognise that they’ve had a good experience until they are in employment.’ The deferred benefit of their student experience cannot be measured by the NSS.

It was suggested that some students score their academic experience according to the grades they get rather than on the quality of provision. This can have a negative impact: ‘some courses get deflated when they see the results when they work so hard to deliver and get to know the students so well.’

It was agreed by staff that measurement was necessary for accountability, but ‘it is how the information gets used’ that is the problem:

‘We’re trying to find quick fixes to satisfy the NSS and because of that we don’t have a strategy or a long-term direction… the nature of evaluation and surveys mean that the university focus on ‘let’s get up the tables quickly’ rather than ‘let’s get up the table sustainably.’ It’s not building a legacy.’ This viewpoint fits with issues raised relating to the lack of a clear student experience strategy mentioned previously in this report.

It was added that the measures have become the universities’ targets (which, according to Goodhart’s Law, means they cease to be good measures) i.e. the target will be met no matter the consequences. This is evident with lecturers who point out that they have been more risk averse in their teaching approach out of fear for potential negative impact on measurement scores such as NSS and PTES. A lecturer highlighted this knock-on effect on pedagogy: ‘Because we are survey driven, I’ve got less risky in my teaching’.

The NSS findings were deemed to be lacking in explanation and dangerous if considered in isolation: ‘Senior management will look at those results and look at inappropriate comments made by students and they might not know the context of the students.’
However, the NSS scores were not necessarily viewed internally as the foremost measure of provision: *We do use them as a management team and respond to them but the feedback we get from the course reps is probably more useful.* As will be highlighted later in the study, experiences beyond the classroom are important to students and these will not always be a significant part of student experience measurement.

**FINDINGS**

- There is a danger of Goodhart’s Law coming in to play i.e. aiming solely on targets to the detriment of student experience.
- Measures can reduce staff taking risks in pedagogic approaches.
- Measures can be impacted by factors beyond lecturers’ control e.g. timing of classes, student interpretation of question wording.
- Senior managers may be too reactive to negative survey scores.
- How students judge their learning experiences is temporal. In the short-term, experiences may be viewed negatively, however, post work experience views may change. University surveys will not capture this.
- The context in which measures exist is important, course representative feedback is often more useful than NSS scores.

**RECOMMENDATIONS**

- Use measurement as a starting point but explore further.
- Go beyond the numbers and explore the context and perception of staff and students.
- Ensure staff feel supported when redesigning pedagogic experiences and support risk taking in the interest of learning.
- Go beyond NSS feedback and look for richer sources to improve the student experience.
IN THE CLASSROOM

Staff saw the classroom as paramount to the student experience: ‘That experience in class is important, from my student experience there are lecturers who will stay with me forever.’

The staff perspective was that the student experience in the classroom had several components:

‘A fundamental is the teaching. Without that, the reason for them to go to university is eroded, but it’s more than that as …. relationships with peers are important too…’

It was added that teaching in the classroom: ‘…can galvanise and create the reasons for students to talk to each other through their teaching.’

Staff continued that: ‘…the classroom is a hygiene factor. The real benefit is in understanding different people from different backgrounds and cultures and that can be done outside the classroom in clubs and societies.’ If the classroom content is below par, then there will be a knock-on effect for students.

Staff saw student experience related mostly to learning but also learning which would allow them to apply their learning. The quality and personality of the lecturer would be important and there was a pressure to entertain or perform for students in the lecture theatre.

The consumerism of education was having an impact on student attitudes. Staff reported that it was becoming increasingly difficult to communicate the holistic benefit of their studies, whereas they identified that student attitude was often more along the lines of: ‘For the money I’m spending why didn’t I get the grade I want’.

One lecturer pointed out that students were mainly focused on outcomes and that they would tolerate negative events if they felt that their overall experience would allow them to graduate successfully and gain access to a successful future career.

Experiential learning and the opportunity to connect with people working in organisations was identified as being something that students value. There is a negative correlation between increase in student numbers and the likelihood that they will have such opportunities.

Staff felt there was pressure to entertain and make content stimulating: ‘Students have so many stimuli from everywhere and we need to ensure our teaching interests the students.’ There was even reference to a few jokes being told in class (‘even if they don’t understand them’), and that lecturers were overwhelmingly feeling the need to engage and entertain.

It took time to establish a positive learning environment: ‘Relationships between lecturers and students takes time and they need to understand how I work before they pick up on me and when you stand in front of 150 people in a lecture theatre, it takes time to build the relationship.’ Staff felt that more was required of them when delivering to large cohorts, and that the quality of teaching could be at risk when trying to manage group dynamics in such a setting.

For those involved in the research post-Covid lockdown, the pandemic has caused staff and students to reflect on the classroom and the accompanying teaching format: ‘I miss that interaction, sitting (in front of) a monitor is a strange experience.’
Staff felt that students’ experiences will be impaired:

‘You hear lectures are dead, face to face teaching is gone but the positive from Covid-19 is that we’ve found out that you just can’t replicate face to face teaching. A degree was more than the basic content: ‘…you could do it on youtube these days but it’s the whole experience and it’s about caring for the students…experiential learning opens them up to thinking they could work in these businesses we work with on modules.’ The importance of applying theory to practice through experiential learning was identified as being important.

Attendance at lectures and seminars had been affected: ‘you need students in the classroom in order to learn and trying to get them to come along is key.’ It was added that the lack of face-to-face contact could have a positive impact: ‘I hope that this time at home means they’ll have missed the class and we’ll have a peak in attendance.’

Staff reported that the classroom may be even more important post Covid-19 to the students.

Students were invited to discuss their experiences of the university learning environment. Seminars were deemed to give students more chances to connect with each other in a way that was not possible in lectures. Seminars gave a chance to ask questions, to get to know and interact with lecturers.

The library provided an important part of the study experience. It was a facility that enabled students to learn together and have a sense of community when working on assignments. As mentioned in the section on Facilities, space to learn together was seen as being significant to their student experience. And again, as in the section on Facilities, resources from the library, books, databases and software were all identified as being an area where students felt that money could be spent to support student experience.

Interviews during the pandemic revealed that students missed being able to mix informally, they missed talking to others about their assignments and checking their understanding with other people. The informality of the student interactions before and after class were important to both their learning and social experience. Group work had previously been a source of dissatisfaction, but students missed it during the pandemic. Face-to-face interaction with other students was important to the student experience.

As would be expected, feedback from tutors needed to be supportive: constructive, rather than critical, comments helped students to make improvements. The quality of staff was not mentioned other than in reference to the use of PhD students for teaching purposes which was only an issue for students who felt at times when taught, particularly by PhD students, that they did not receive effective feedback in the classroom.

Individual students have diverse needs; attendees from the same course gave contrasting answers regarding the extent of material they were being taught, thereby demonstrating the challenge staff face in delivering against different starting points and the need to personalise learning.

Students in their final undergraduate year or at postgraduate taught level saw the classroom as a very important part of student experience, more so than their social life. They recognised that this was a shift from their perceptions in their first year at undergraduate level. This supports the note on student lifecycle mentioned in the introduction and the changing importance of classroom/social experiences during the lifecycle of the student from first to final year and through to postgraduate studies.
Based on the student questionnaire, assessment and feedback was less likely to be identified by students within the strongly agree or agree category. Other areas such as facilities, safety and social life were more likely to be agreed or strongly agreed by students in their responses. This suggests that other areas were of greater importance to the students.

Figure 1: Feedback supports my learning (student online questionnaire)

A positive response in the student survey was that 83% of respondents expressed agreement when judging their classroom experience and felt that the learning environment was supportive with good feedback provided (see Figure 1) and that there were opportunities for group work and peer learning. Students also felt confident in the classroom to talk and share thoughts to advance their learning (see Figure 2).

Figure 2: The Classroom Community (student online questionnaire)

In HEIs managerial attention can often be dominated by assessment and feedback which to a great extent should be the case, however, it must be recognised that this is not always the case with students. Whilst many of the staff interviewed recognised the importance of student to student relationships and the social side of their experience, they mainly regarded teaching and assessment as being fundamental to the student
experience. In contrast students expect assignment and feedback to be on point and will express dissatisfaction when it is not, however, their attention goes beyond assessment and the classroom. Nonetheless, it seems that students identify seminar classrooms and the opportunity to work with and be supported by other students and describe this as an opportunity for learning.

**FINDINGS**

Lecturers feel under pressure to entertain and educate.
Lecturers feel that some students are transactional and expect good results because they have paid for their course.
Lecturers found it challenging to build relationships when teaching large groups of students.
Both staff and students recognised the importance of the classroom in creating student to student relationships and creating an effective learning environment.
Learning together is important for students.
Experiential learning is important, particularly for social mobility.
Feedback in the classroom wasn’t always constructive for students.
Students have varying needs when it comes to content delivery.
The classroom becomes more important in the latter stages of their student experience.
Opportunities to connect with other students are important directly before and after classes.
The classroom is a hygiene factor i.e. students are not delighted when it goes well as they expect it to, however, will be highly dissatisfied when teaching quality is below expectations.

**RECOMMENDATIONS**

Ensure feedback in the classroom is developmental.
Provide curricular experiential learning opportunities which allow students to build relationships and work together.
Provide space and direct students to work together before and after classes.
Ensure content allows for extension or more advanced work for students who want to expand knowledge further (this is common practice in primary and secondary education).
Ensure teaching is delivered to the levels expected, however, recognise that ‘extra’ activities may drive satisfaction more readily than putting all attention into teaching. Higher teaching quality may not always equate with increases in satisfaction levels as it is expected, however, other unexpected events e.g. extra-curricular activities may do so (see next section for more on this).
BEYOND THE CLASSROOM

Students believed that developing an attachment with their institution added to their student experience. Staff had a part to play in this process.

The co-curricular experience was deemed to be important for students – the campus, the facilities, the societies, the chance to network with their peers and business professionals, to visit businesses. Within the student survey questions were asked about opportunities to volunteer, and a sense of being prepared for their future career. A majority of students agreed that these aspects of their student experience were delivered in a way which meets their needs (see Figure 3).

There are a variety of external volunteering opportunities to cater to my needs (as % of responding students)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.26</td>
<td>37.44</td>
<td>12.85</td>
<td>2.24</td>
<td>2.24</td>
</tr>
</tbody>
</table>

Figure 3: Volunteering Opportunities (student online questionnaire)

When describing poor student experience, students suggested a lack of friends and social contact was particularly damaging. Making friends and developing themselves professionally was seen as important. This often happened outside of the classroom, at events, and universities could provide more opportunities for different years and different courses to connect.

Students felt that universities could also provide funding to support student experiences beyond the classroom which helped enhance their learning e.g. financial support for travel and room bookings which allowed them to engage with businesses outside of the immediate region, thereby enhancing their learning. Staff were often unaware of funding to support such initiatives to encourage work participation. Also staff felt that little time and perhaps a risk averse approach meant that they had little time to create such events.

Staff suggested a positive correlation between involvement in university-related events and activities, and an enjoyable and rewarding student experience. One lecturer had been heavily involved in the Student Union football team and had found this invaluable for students to connect across various year groups and support each other. He felt that the dropout rate for those involved in sports was much lower than for other groups of students. However, it was recognised that not all students could participate in this way due to other commitments and this then leaves a gap. This suggests that staff have a responsibility to involve students who don’t usually participate, and this may not always be successful: ‘we had put something on for students to meet each other and it was so socially awkward that it was awful.’
Additionally, lecturers pointed to co-curricular activities as a way of engaging students from widening participation groups and those who may feel imposter syndrome. During a staff focus group, one lecturer suggested that ‘it’s our role to empower them and believe in themselves’ through activities outside of the classroom. Students felt that staff were supportive and encouraging in students taking part in extra-curricular opportunities (See Figure 4).

![The university staff supports and encourages my engagement with extra-curricular activities](chart)

Figure 4: Engagement in extra-curricular activities (student online questionnaire)

Work experience was seen as an important contributor:

‘It’s about growing as a person… Learning about critical thinking, linking into the community. The danger with transactional based teaching that this gets missed but a lot of my experiences (of) learning came from other projects such as voluntary work.’

Students noted that they saw the benefit of part-time work to their personal and career development as they could apply the skills and knowledge they were learning from their studies (although this was dependent on the nature of their part-time work). The trade-off for this benefit is of course the pressure this then adds to a student’s ability to focus on their studies.

Staff were more cautious as they were concerned that time spent on part-time work was time that could have been spent studying. There was concern that the increasingly transactional nature of study was encouraging students to be results-driven. One lecturer shared their concern on this issue: ‘So ‘tell me what to do then I’ll be brilliant, and then I’ll get a graduate scheme and then someone else will tell me what to do’. So, it goes back to having space for them to grow.’ Students were deemed to be transactional because they did not have time to be anything else.

Staff felt that the impact of external pressures on current students had increased from when they had attended university: ‘Pressures from work, pressures from caring commitments, pressures from all over the place…on someone who is 18 years old and not fully socially or intellectually developed to manage that.’
Staff felt that facilities were a vital aspect:

We're trying to formalise the student experience too much when student experience should happen organically. We should have the facilities to allow that organic interaction to take place. The design of the building is important to allowing that to happen. Straight in and out for students is a problem. (We need) to develop those personal interactions with their fellow students. Students also mentioned the desire to meet before and after class to develop relationships with their peers in an organic way.

The use of space needed to be monitored:

'Space should be used for coffee space, not conference space.' Staff felt it was important to building trust with students: 'If we don't have that space then we can't build those relationships. Some of the things they tell you, you hope the shock doesn't register...unless the time is spent on building on these relationships they won't talk to you.'

Standardisation in event organisation across courses would be beneficial. Staff suggested that course organisers and management may implement their strategy for student experience, such as opportunities for experiential learning, in different ways.

Students agreed that a lack of involvement in the student experience was detrimental, and that measures to encourage the more introverted students to participate were necessary. There was discussion concerning undergraduate students, most notably first years, not wanting to mix with international students. It was felt that universities had a responsibility to educate these students about diversity and the value classmates from different backgrounds can bring to the student experience.

International students can feel isolated at Level 6, but less so for postgraduate taught courses by which time fellow students were more open to them. The more experienced students also understood: 'the networks you create to help you with the rest of your life'.

The students who took part in the survey were asked if they had opportunities to connect with other students, meet people from diverse backgrounds and make friends from outside of their course. Again, this was identified as one of the top three strongly agree or agree categories (See Figure 5).

Figure 5: Socialise with other students (student online questionnaire)
Students recognised that social life was an important part of their overall experience, however, the importance of this would change depending on the stage of their studies. As pointed out at the beginning of the report, establishing a network through socialising tends to have greater prominence at the start of undergraduate courses. Students on postgraduate courses tend to not put so much importance on socialising as they often have already established networks and friendships.

Within the survey the students were asked if they felt the university created a positive environment in which they felt safe and were protected from prejudice. Again, this is an area where students expressed high levels of agreement.

Safety was identified often within the strongly agree and agree categories in students’ overall experience (see Figure 6). Students believe that there is a university and student union responsibility to make an effort to discourage sexism, racism, and any other verbal harassment and abuse. Feeling safe will give students a trustful environment where learning and teaching occur. The table below shows the participants’ response to the importance of safety.

| The university and union make an effort to ensure we are safe (as % of responding students) |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                  | Strongly Agree  | Agree           | Neutral         | Disagree        |
| Students recognise that social life was an important part of their overall experience. |
| Safety was identified within the strongly agree and agree categories in students’ overall experience. | 36.32           | 54.19           | 8.38            | 1.12            |

Figure 6: Safety of students (student online questionnaire)

Students highly value experiences which afford personal growth, networking opportunities and connect their learning with practice. Part-time work was regarded by both staff and students as an opportunity for students to connect their learning with practice whilst also being a hindrance to time on studying. Social life is important to them and they are keen to connect with students from different backgrounds. Staff feel that they don’t have the time or resources to support this effectively and these initiatives are difficult to implement but they too see their value for the students. From the social perspective, a good social life is still important for students, however, events created by business schools may not always work. Nonetheless, experiential events which allow links to practice can also serve as a way of students meeting and connecting with other students in a social way whilst also learning about practice. Space in university buildings to allow organic social connections was raised by both staff and students as being important: ‘Coffee space, not conference space’.
FINDINGS

Student to student relationships are important for learning, especially before and after classes.

Social life is important throughout, however, the need for a social life diminishes in later stages of study.

Not having friends was seen as being detrimental to their learning experience. Integration between UK and international students was also seen to be an area for improvement.

Extra-curricular activities such as sports and societies outside of the course offered good opportunities to connect, to share learning experiences and to support each other during difficult times.

Students feel the university has responsibility to help people from different cultures to support integration with each other.

Students wanted financial support to attend networking events outside of their classroom.

Experiential events supported learning and gave students an opportunity to widen social networks. These were particularly effective for students from widening participation backgrounds who perhaps had limited exposure and experience of business.

Part-time work was both a benefit and drawback to successful study.

Business school co-curricular events should have a purpose, students meeting each other and building friendships is a welcome added extra. Forced ‘icebreaker’ events can be counterproductive.

The number and quality of co-curricular events can vary across courses leading to student dissatisfaction for those students who feel other courses are treated differently.

RECOMMENDATIONS

Ensure co-curricular activities are available for students which allow them to connect with each other and with practice.

Ensure event delivery is consistent in quality and quantity across all courses.

Ensure there is social space to allow students to connect before and after class – ‘Coffee space not conference space’.

Diversity training is needed to allow students to connect with students from different backgrounds.

Steer away from forced social events, instead create events with a purpose which help support long-term graduate outcomes. Student to student relationships will be formed at these events.

Universities – recognise that full-time students may have other demands on their time. Try to integrate student learnings from part-time work to their existing course of study.

Student offerings need to be flexible and fit with students’ complex lives.

Allow students’ part-time work to be included in the curriculum experience.
FACILITIES

Within the student survey, analysis revealed that for most of the sample, learning resources were often identified as being important to students’ experience. Learning resources include all physical (e.g., library, study rooms, workshops) and non-physical (software) resources that support students’ learning.

There are a variety of spaces for my learning, such as group study and silent study areas (as % of responding students)

![Bar chart showing responses to the statement](chart.png)

Figure 7: Study Space (student online questionnaire)

The importance of facilities emerged as an important issue for both staff and students: ‘A quality student experience means the facilities that they would expect’.

The teaching space met the majority’s needs (see Figure 7), but as previously mentioned, the need for more social and study space was raised by both staff and students. Students wanted to connect with their fellow students, to eat, to socialise and to study together. As mentioned above, coffee space not conference space was needed to ensure relationships could be built between students and students, and students and staff. One lecturer identified the building as the most important part of ensuring the ideal student experience. However, the building needed to be connected with technology, philosophy and people to create the ideal student experience.

Another lecturer talked about a campus where all of the students’ lives were centered on the city center campus. The student union, supermarket, library and lectures were all within a three-minute walk of their accommodation, and city bars and restaurants were nearby. The physical location of all buildings created a sense of community for the students and created a positive setting for student experience. The suggestion was that universities with a thoughtfully designed campus would achieve good satisfaction rates and the lecturer noted that: ‘I understand why they won the student experience every year’.

The social aspect of the student experience was deemed to be of high importance to students, and many staff also recognised this need. When asked about their priorities, students often highlighted friends/relationships ahead of learning.
Staff pointed to the look and feel of the facilities and the importance not only to students but also to themselves. Teaching in outdated rooms with substandard technology did not set a good basis for learning.

Staff identified that facilities provided a shared base for students, and their absence could be problematic: ‘We deliver to so many students but we don’t have the capacity in the …..School, so we end up teaching (all) over the place which means the students haven’t got that sense of identity.’

**FINDINGS**

Teaching staff feel modern rooms with the latest technology add to their credibility.

Students would like social space to work and socialise together.

Campus based universities with a wide range of facilities to support study, allow students to manage their home lives (shopping, laundry etc) and allow them to socialise in close proximity were more likely to have satisfied students.

A sense of identity through one business school location was deemed important to staff.

**RECOMMENDATIONS**

Review the use of space in buildings.

Review teaching space, assess suitability and change as needed.

Ensure there is a business school identity centered in a main building where most activity takes place.
PERSONALISATION/EMPATHY

Staff noted that students could be demotivated if they receive a lower mark than they were expecting, and that issues such as this can escalate quickly and have an impact on attendance and engagement. It was therefore important to identify the disengaged students and this is where the systems and processes are needed to identify and connect with them, to find out why and to support them to re-engage. It was noted there were designated staff in some universities to support re-engagement back into university but not in all.

Staff realised that a significant proportion of students may be facing mental health issues. Funding on mental health support was identified as being important as staff may lack the empathy required. There was recognition that they may not detect that some disengaged students have underlying mental health issues; professional mental health support could quickly identify and support students in need.

It was recognised by students that unconscious bias existed in some staff, particularly when dealing with international students. To counteract this staff were encouraged to undertake training.

The lifting of the cap on university places has had a negative impact as staff have lost the capacity for personalisation:

‘How many of a class of 150 do you know the names of? … in smaller classes there’s more of a personal interaction and you get to know them. We tend to ask them ‘what’s your student number?’; you might as well be walking around in a prison, it totally depersonalises the encounter’. Staff recognised the importance of knowing the students but found the high numbers of students meant it was difficult to recall names.

University priorities may also be having an impact on the propensity to interact with students: ‘Do we need to have the people who can make those personal connections rather than the great researchers who want to be alone’.

For students, the need for personalisation and empathy, particularly at the beginning of their studies, was vital. Leaving the parental home and having to form new friendships, in a strange environment with unfamiliar staff, could be overwhelming. In addition, many were living as independent adults for the first time and had to learn how to manage their finances very quickly.

It was disheartening when the staff did not know the names of students, it was upsetting if emails were ignored when students had reached out.

FINDINGS

Staff find it difficult to remember the names of students in large groups.
Students often don’t know who to turn to when facing difficulties.
Lecturers do not feel trained in mental health issues.
Students perceived that some staff were biased when it came to international students.
It was seen as important to recruit staff who were good at building relationships.
RECOMMENDATIONS

Ensure staff recruited to deliver teaching also display good pastoral care skills.

Ensure students have a point of contact on their course e.g. Course Director or similar.

Support staff with basic mental health training and ensure they know how to signpost students to the university’s professional mental health services.

Provide diversity training and/or support in understanding and supporting international students.
STUDENT EXPERIENCE DASHBOARD

The aim of the study was to create a framework to help those tasked with leading and delivering student experience keep these important issues at the forefront of decision making and strategy development. The framework is represented in the student experience dashboard below which gathers together points of measurement to help understand performance and provide indicators to help shape organisational responses. Measurements identified in the dashboard below have been based on findings from the analysis in this report and combine both existing metrics such as NSS and PTES and newly created metrics. Primary and secondary measures are listed in two tables to help identify priority. Note that the metrics provide a spring-board for discussion and further exploration and that this should ideally involve student voice.

We must be mindful also that the research was collected during the early stages of the Covid-19 pandemic and the full impact of this was not yet experienced by the students. A number of the focus groups were conducted during this time and students had some experience of online learning. The study itself did not focus on the distance learning experience, however, students did note that they mainly missed the connection with their peers before and after classrooms. This time was seen as vital not only for socialising and forming relationships but also to help confirm learning and understanding of knowledge. Headlines during the pandemic have regularly noted student frustration at not being able to access on campus learning despite being provided with access to distance learning. Clearly the social experience of learning is significant and as we hope to emerge out of pandemic restrictions the delivery of high levels of student experience becomes even more important.

We must be mindful also that the research was collected during the early stages of the Covid-19 pandemic and the full impact of this was not yet experienced by the students.
### Student Experience Dashboard - Primary Considerations

<table>
<thead>
<tr>
<th>Student Experience imperative</th>
<th>Measure</th>
<th>The Owner</th>
<th>Data Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student experience strategy - a clear student experience communications strategy communicated regularly and understood by staff which staff can also feed into</td>
<td>Student Experience Strategy set</td>
<td>Business School Leadership team in conjunction with central university team to ensure alignment.</td>
<td>Clear, succinct and deliverable Strategy documents – no more than seven headline strategic objectives.</td>
</tr>
<tr>
<td>Staff/student extent of engagement in student experience strategy</td>
<td>Staff/student extent of engagement in student experience strategy</td>
<td>Business School central leadership team</td>
<td>How to encourage buy in and continual engagement in student experience from staff? How best to measure engagement by quantitative or qualitative measures? E.g. How many staff were involved in the strategy session? What was their perception of their engagement i.e. did they feel listened to?</td>
</tr>
<tr>
<td>Staff/student experience recall and recognition rates - suggested questions include: ‘Are you aware of a student experience strategy in the business school?’ and ‘What does the student experience strategy mean to you and your role?’</td>
<td>Staff/student experience recall and recognition rates - suggested questions include: ‘Are you aware of a student experience strategy in the business school?’ and ‘What does the student experience strategy mean to you and your role?’</td>
<td>Business School central leadership team</td>
<td>Measure how far staff recall i.e know of the student experience strategy. Measure how far staff recognise i.e. understand the student experience strategy. Leadership need to ensure all staff have the same understanding and are able to enact and embed the student experience strategy consistently.</td>
</tr>
<tr>
<td>Marketing - reiterating and reinforcing successful graduate outcomes to remind students why they are studying</td>
<td>Student awareness of graduate outcomes. In student surveys/focus groups suggested questions include: ‘Have you got a clear vision of what you will do post degree? Are you aware of your career options?’</td>
<td>Marketing - feedback to Business School Leadership team.</td>
<td>Many students start degrees with limited understanding of what career options are available to them. Personal tutoring and employability/careers support is essential in supporting student engagement and understanding of graduate outcomes. HESA Longitudinal Graduate outcomes survey – 3 to 5 years ago and now, case studies, Alumni network, guest speakers will all help with this agenda.</td>
</tr>
<tr>
<td>Systems/processes in place to ensure staff have one dashboard available to access all student engagement data</td>
<td>One student engagement dashboard available</td>
<td>University wide system</td>
<td>Within the report many academics complained that student information was held in a variety of systems. One system provides an enabler for staff to connect with students in an efficient and effective way.</td>
</tr>
<tr>
<td>Facilities</td>
<td>% of school space as study/social space</td>
<td>Estates team to feed into Business School team to help set strategy</td>
<td>Subjective issue which may be hard to define.</td>
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<td></td>
<td>Student perceptions of study and social space</td>
<td>Estates team to feed into Business School team to help set strategy</td>
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<tr>
<td>In the classroom</td>
<td>Number of curricular course related experiential events per course per year</td>
<td>Course teams to collect data and feed to School leadership team.</td>
<td>Additional feedback on student experience would help.</td>
</tr>
<tr>
<td></td>
<td>A standard set for all modules and this is measured e.g. assignment brief, modules meeting baseline criteria (set by the institution)</td>
<td>Course and quality teams to report to Business School Leadership team.</td>
<td>The limitation of student satisfaction metrics have been noted (misinterpretation of questions/timing etc) previously.</td>
</tr>
<tr>
<td>Beyond the classroom</td>
<td>The number of co-curricular opportunities e.g. Student Union Business School society</td>
<td>Course team to report to Business School leadership team</td>
<td>Feedback on engagement within societies may be difficult to obtain.</td>
</tr>
<tr>
<td></td>
<td>% of students involved in extra-curricular groups e.g. sports, etc.</td>
<td>Course team to report to Business School leadership team</td>
<td>May be difficult to collect this information.</td>
</tr>
<tr>
<td></td>
<td>Number of extra-curricular related experiential events per course per year</td>
<td>Course team to report to Business School leadership team</td>
<td>Again further student feedback would add more understanding of impact.</td>
</tr>
<tr>
<td>Personalisation/Empathy</td>
<td>Number of systems needed to get a view of student engagement</td>
<td>Business school leadership team to measure</td>
<td>Need to define the scope of student engagement for your context.</td>
</tr>
<tr>
<td></td>
<td>% of staff trained and supported on student diversity and inclusion</td>
<td>Business school leadership team to measure</td>
<td>Need to have a clear strategy and support resources for staff related to diversity and inclusion issues.</td>
</tr>
<tr>
<td></td>
<td>% of students trained and supported on student diversity and inclusion</td>
<td>Business school leadership team to measure</td>
<td>Need to have a clear strategy and support resources for students related to diversity and inclusion issues.</td>
</tr>
</tbody>
</table>
## Student Experience Strategy Dashboard - Secondary Considerations

<table>
<thead>
<tr>
<th>Area/Imperative</th>
<th>Measure</th>
<th>Owner</th>
<th>Data Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing – their role in ensuring student expectations and experiences are aligned</td>
<td>Measure student perceptions vs experiences of marketing material. The survey or focus group would cover areas such as:- Classroom, Library Support, Facilities, Student Union/clubs and societies. Suggested questions include:- If you can think back to before you joined the university, what did you expect our xxxx to be like’ How does that differ to what you experienced?</td>
<td>Marketing team to feed back to Business School Leadership team</td>
<td>Temporal issues need to be considered. Perceptions will change over time. For example, first year students may have different criteria to final year students. Care will be needed on when data is collected and any findings need to be mindful of this.</td>
</tr>
<tr>
<td>Track external reviews and social media through social reputation management tools which are widely available e.g. Reputation.com, reputology.com, Cision</td>
<td>Marketing – feedback on any experience related issues to Business School Leadership team</td>
<td>Much has been written about the limitations of reviews. Reviews are typically created by people at either end of the satisfaction spectrum.</td>
<td></td>
</tr>
<tr>
<td>Track word of mouth using net promoter score to give an indication of student satisfaction and loyalty.</td>
<td>Marketing – include in student surveys throughout the student lifecycle. Good points would include post freshers week, end of years.</td>
<td>Like many satisfaction metrics, when this measure is taken will impact metric outputs. Net promoter score (see report) can be asked individually at various points or can be part of a wider survey. The measure is again a spring-board and further analysis to understand demographics.</td>
<td></td>
</tr>
<tr>
<td>Systems and Processes</td>
<td>Workload of staff. Percentage of academics’ time on administrative duties versus time spent supporting extra curricular activities</td>
<td>Business School Leadership team</td>
<td>Targets should be set to ensure academics have time to engage in business related extra curricular activities.</td>
</tr>
</tbody>
</table>
CONCLUSIONS

As a business school sector, student experience management and delivery has produced broadly successful outcomes for students whether that be by design or by default, however, the need for a clear and dynamic student experience strategy is of evermore importance in a complex and dynamic world. The complexity, driven by technology, international competition, government policy and targets, new employment demands overlaid with a changing student body with complex and diverse needs requires a well-defined, understood and delivered student experience management strategy. It is also worth noting that whilst this study was business school based, many of the findings will resonate with other schools and therefore many of the recommendations will have relevance too.

The Covid-19 pandemic has brought student experience to the forefront of attention with those universities who have failed to respond to the needs of students during this dramatic time being lambasted by the media and their students. Additionally, the rapid shift to blended and online learning leaves the sector in a challenging position post pandemic as students may request more flexible approaches to delivery to help them accommodate their already busy and demanding lives which in turn will add greater complexity to student experience delivery. On the up side, the pandemic has highlighted to both staff and students the importance of face to face interactions both in and outside the classroom to help facilitate learning and consolidate the overall student experience.

With this in mind, the need for a strategic, rather than emergent, approach to student experience management will only increase. For those business schools who want to take a lead on student experience there are approaches which will need to be considered as identified in the study:

- The creation and communication of a student experience strategy with staff and students.
- The connecting of business school strategy with overall university strategy and the provision of clarity on these links.
- Ensuring that promises are kept via marketing messages.
- The measurement of student experience beyond NSS/PTES.
- The inclusion of co-curricular experiential learning to support networking and student to student relationship building.
- Ensuring that staff can manage large cohorts i.e. systems to hold student data to support student/staff relationships.
- Encouraging and managing risk taking in the learning experience.
- Ensuring lecturing staff are not overburdened with administration so they can concentrate on the classroom and creating experiential learning opportunities.
- The creation of space for student to student relationships before and after class.
- Understanding student diversity and support of both staff and students in learning about diversity.
- Ensuring the Widening Participation agenda is addressed appropriately both in and beyond the classroom.
- Managing student experience across different platforms – to ensure staff and students are happy.
As leaders in the delivery of business education, the sector has a head start on being able to create and deliver student experience. The overwhelming message from this study is that the business school sector is doing a good job when it comes to delivering business education, however, this is what students expect. Improvements in class learning experiences will not lead to vast advances in student experience performance, however, underperformance will be pounced upon with negative student feedback. Learning based measures do not also give the full picture when it comes to understanding student experience performance.

Meeting expectations in classroom based learning is never going to delight, instead students point to co-curricular experiential learning opportunities as a way of allowing them to learn and to form networks and relationships as a point of difference. Giving lecturers time and space to take risks with learning approaches and create co-curricular activities is therefore needed. Also, a critical need for our students is for empathy to be shown and to have someone who knows them and knows their name. In business schools with large cohorts, systems can help overstretched staff in this regard.

Business schools who co-create student experience strategy and start with the student, recognising the complexities they face, have supporting systems in place to support personalisation and empathy, and who harness the energies and passions of their lecturing staff to take risks and create experiential opportunities will improve student experience performance.

ABOUT THE AUTHOR

Dr Julie Rosborough is an academic with a practice background. She has worked in the university sector for twelve years, and her current role is MBA Portfolio and Senior Leader Apprenticeship Lead at Nottingham Business School. Her interest in student experience research stems from her prior eleven years in practice, specifically her time as Customer Experience Lead for the energy provider, Eon.

Acknowledgements:

Dr Mojtaba Poorrezaei (Principal Lecturer in Marketing, Nottingham Business School, Nottingham Trent University) who ran all the statistics for this project and helped with the collection and the analysis of data and contributed to the report.

Dr Libby Farrier-Williams (Lecturer in Marketing, St Marys University) who helped with the creation of the survey questions, collected data and contributed to the report.

Matt Dunn, Senior Lecturer in Management, Nottingham Business School, Nottingham Trent University, who contributed to the report and supported the editing process.
Appendix 1: Student Questionnaire Questions

STUDENT SURVEY
Student Experience Management 2019/20

This survey will help understand student experience from the student perspective and thereby help inform those tasked with designing and delivering student experience in business schools. The research is conducted by a team of researchers from Nottingham Trent University (Julie Rosborough, Libby Farrier-Williams and Mojtaba Poorrezaei) and is funded by the Chartered Association of Business Schools who will share the results with their members. The aim of the research is to improve the student experience across the business school sector. Business school students from across the UK will take part in the research. You will remain anonymous throughout the research however if you’d like to withdraw from the survey please email julie.rosborough@ntu.ac.uk within 30 days of completing the survey. Your time and your input are very much appreciated.

Q1  What is your gender?
   ○ male
   ○ Female
   ○ other (please specify)

Q2  What is your age? .......................................................................................................................................................

Q3  Are you...
   ○ UK student
   ○ International student
   ○ EU (not UK) student?

Q4  Which Ethnic Group Do You Identify with? ........................................................................................................

Q5  Which business school do you attend? ...............................................................................................................

Q6  Are you an undergraduate or postgraduate student?
   ○ undergraduate
   ○ postgraduate
Q7 Which course/qualification are you studying? ...........................................................................................................
........................................................................................................................................................................

Q8 What is your year of graduation? ................................................................................................................................

Q9 How do you fund your course?
- student loan
- self funded
- bank loan
- no fees
- scholarship
- other (please specify)

Q10 Do you have a part time job?
- yes
- no

Q11 Did you join this university via Clearing?
- yes
- no
- not applicable

Q12 This business school was my ....
- first choice
- second choice
- third choice
- last choice
You will now be asked a number of statements about your university experience, please indicate your opinions using the scale below.

**Q13  Joining the university**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 strongly disagree</th>
<th>2 disagree</th>
<th>3 neutral</th>
<th>4 agree</th>
<th>5 strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the open event promises were made about my university experience which have been kept</td>
<td></td>
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<tr>
<td>Applying to the university was straightforward</td>
<td></td>
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<tr>
<td>I was given support with finding accommodation</td>
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<tr>
<td>I was given support with organising my finances</td>
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<tr>
<td>I was clear about what was offer at the university</td>
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</tbody>
</table>

**Q14  My Learning**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 strongly disagree</th>
<th>2 disagree</th>
<th>3 neutral</th>
<th>4 agree</th>
<th>5 strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are a range of teaching and learning methods</td>
<td></td>
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<tr>
<td>The course content meets my expectations of the course</td>
<td></td>
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<tr>
<td>There are a range of accessible resources and materials online</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The timetabling of classes helps me manage my time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance to lectures is important for my learning</td>
<td></td>
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</tbody>
</table>
### Q14  My Learning continued

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance to seminars is important for my learning</td>
<td></td>
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</tr>
<tr>
<td>Tutors are enthusiastic about the teaching material</td>
<td></td>
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<tr>
<td>Tutors show an interest in my development</td>
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</tr>
<tr>
<td>Tutors know me</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Tutors understand my needs and situation</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I feel able to ask for support from my tutors outside the class</td>
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</tbody>
</table>

### Q15  My Class Peers

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel there is a learning community within my seminar class</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I feel confident talking to my class peers</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>There are opportunities for group work and peer to peer learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Q16  My Class Peers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are clear learning objectives in the assessment</td>
<td></td>
</tr>
<tr>
<td>There is a relationship between the materials in class and the assessment</td>
<td></td>
</tr>
<tr>
<td>I am given past papers and answers</td>
<td></td>
</tr>
<tr>
<td>Feedback is constructive and helps my learning</td>
<td></td>
</tr>
</tbody>
</table>

### Q17  Employability, career and personal development

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employability/career support is accessible</td>
<td></td>
</tr>
<tr>
<td>There are networking and experience opportunities</td>
<td></td>
</tr>
<tr>
<td>There are opportunities for me to explore different career avenues</td>
<td></td>
</tr>
<tr>
<td>There are a variety of volunteering opportunities to cater to my needs</td>
<td></td>
</tr>
<tr>
<td>I feel this business school has prepared me for my future</td>
<td></td>
</tr>
<tr>
<td>I am happy studying at this business school</td>
<td></td>
</tr>
<tr>
<td>I think I have made the right choice by studying at this business school</td>
<td></td>
</tr>
<tr>
<td>I am optimistic about my future</td>
<td></td>
</tr>
</tbody>
</table>
Q18  Learning Resources

<table>
<thead>
<tr>
<th>1 strongly disagree</th>
<th>2 disagree</th>
<th>3 neutral</th>
<th>4 agree</th>
<th>5 strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The university offers events and workshops that support my needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are a variety of spaces for my learning, such as group study and silent study areas</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The library offers 24/7 access</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The university provides sufficient software packages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books, journal articles, and other learning resources are readily available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q19  Help with Information Technology

<table>
<thead>
<tr>
<th>1 strongly disagree</th>
<th>2 disagree</th>
<th>3 neutral</th>
<th>4 agree</th>
<th>5 strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face support is accessible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online support is accessible</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I get responses from support services, such as IT, within 24 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The university support staff provide support for my personal needs</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Personal tutors provide support for my personal needs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The student union runs campaigns that are relevant to me</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>There is a response from support staff members within 24 hours of contact</td>
<td></td>
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</tr>
<tr>
<td>The university helps me to manage my finances</td>
<td></td>
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</tbody>
</table>
### Q20  Your Mental Health

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 strongly disagree</th>
<th>2 disagree</th>
<th>3 neutral</th>
<th>4 agree</th>
<th>5 strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>University staff reach out to me to discuss personal needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I feel comfortable seeking personal support from the university</td>
<td></td>
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</tr>
<tr>
<td>The university supports my mental health needs</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>It is easy to maintain good mental and physical health</td>
<td></td>
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</tr>
<tr>
<td>The university understands my mental health needs</td>
<td></td>
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<td></td>
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</tbody>
</table>

### Q21  Student Voice

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 strongly disagree</th>
<th>2 disagree</th>
<th>3 neutral</th>
<th>4 agree</th>
<th>5 strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to make changes to my course</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Course representatives support the wants and needs of my course</td>
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<tr>
<td>The business school listens to our concerns</td>
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<tr>
<td>The business school responds to our concerns</td>
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<tr>
<td>The student union listens to our concerns</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The student union responds to our concerns</td>
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</table>
A Framework for Managing Student Experience

Q22  Extra-curricular activities

<table>
<thead>
<tr>
<th></th>
<th>1 strongly disagree</th>
<th>2 disagree</th>
<th>3 neutral</th>
<th>4 agree</th>
<th>5 strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra-curricular activities are important to my university experience</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The university staff supports and encourages my engagement with extra-curricular activities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The student union supports my engagement with extra-curricular activities</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>There are opportunities for me to engage with competitive sport</td>
<td></td>
<td></td>
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<tr>
<td>There are opportunities for me to engage with play-for-fun sport</td>
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<tr>
<td>Sport facilities and coaches are well funded and support our needs</td>
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<tr>
<td>There are a wide variety of societies on offer</td>
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<tr>
<td>It is accessible for me to create societies based on my interests</td>
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<tr>
<td>Societies are given effective support that meets the needs of the group</td>
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</table>
### Q23  My Social Life

<table>
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<tr>
<th>Statement</th>
<th>1 strongly disagree</th>
<th>2 disagree</th>
<th>3 neutral</th>
<th>4 agree</th>
<th>5 strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>At university I can make friends on my course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At university I can make friends outside of my course</td>
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<tr>
<td>Night life plays a role in my university experience</td>
<td></td>
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</tr>
<tr>
<td>There are a range of drinking events for me to attend</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>There are a range of non-drinking events for me to attend</td>
<td></td>
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</tr>
<tr>
<td>I am able to socialise with a diverse range of students</td>
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</tbody>
</table>

### Q24  My Safety

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 strongly disagree</th>
<th>2 disagree</th>
<th>3 neutral</th>
<th>4 agree</th>
<th>5 strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe at university</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>The university and union make an effort to ensure we are safe</td>
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<td>The university makes and effort to discourage sexism, racism, and any other verbal harassment/abuse</td>
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<td>The university makes an effort to discourage excessive drinking or drug taking</td>
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<td>The university makes an effort to tackle online bullying or harassment</td>
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<td>The university are responsible for the anti-social behaviour of students</td>
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<tr>
<td>The university effectively punish those that commit anti-social and abusive behaviour</td>
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Q25  On a scale from 0-10, how likely are you to recommend this business school to a friend or colleague who wanted to study a business degree?

○ 0
○ 1
○ 2
○ 3
○ 4
○ 5
○ 6
○ 7
○ 8
○ 9
○ 10
Appendix 2: Student Focus Group Questions

STUDENT FOCUS GROUP
Student Experience Management project

Preamble
The aim of this study is to explore student experience, to understand key drivers and to create a student experience management framework to help manage student experience in a more effective way. The research is funded by the Chartered Association of Business Schools and the results will be presented in a report available on the Chartered ABS website.

Your participation is very welcomed. We will provide a participant information sheet to your email address and will need you to complete this. On this form we will have details of how to remove yourself from the study if you decide at a later date that you no longer want to be part of the study.

Student Focus Group
We are concerned with a classroom based experience and want you to think about life before the impact of Coronavirus (if that’s possible!).

1. How would you define student experience – what does it mean to you?
2. How would describe an ideal student experience?
3. Define in 3 words what the idea student experience is what would they be?
4. How would you rank the 3 words identified in question 3?
5. What would be your view of a terrible student experience?
6. Define in 3 words what a terrible student experience is, what would they be?
7. How would you rank the 3 words identified in question 6?
8. If the university received additional funding where do you think the money should be spent?
9. Do you believe the promises that are made in the universities marketing are delivered in the experiences you receive? Can you give examples either way?
10. How important is the classroom experience to your overall experience?
11. What would you advise the university to do to improve student experience?
12. With Coronavirus – what do you miss most about your university experience?
13. What do you think the university should do to improve the student experience during the Coronavirus pandemic?
Appendix 3: Staff Focus Group Questions

STAFF FOCUS GROUP

Preamble (as above)
The aim of this study is to explore student experience, to understand key drivers and to create a student experience management framework to help manage student experience in a more effective way.

1. How would you define student experience – what does it mean to you?
2. How would describe an ideal student experience?
3. Define in 3 words what the idea student experience is what would they be?
4. How would you rank the 3 words identified in question 3?
5. What would be your view of a terrible student experience?
6. Define in 3 words what a terrible student experience is, what would they be?
7. How would you rank the 3 words identified in question 6?
8. If the university received additional funding where do you think the money should be spent?
9. Is there a clear student experience strategy at your university?
10. Do you think student experience measurements help improve the student experience?
11. Do the systems and processes in your university help deliver a consistent student experience?
12. How important is the classroom experience to the student experience?
13. What would you advise the university to do to improve student experience?
14. With Coronavirus – what do you think students miss most about their university experience?
15. What do you think the university should do to improve the student experience during the Coronavirus pandemic?