

UBSS RESPONSE to Request for Input QILT Findings

Andrew West, Greg Whateley, Jotsana Roopram, Felix Stravens, Wayne Smithson.

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QILT is preparing a government white paper on what IHEPS did to support students during 2020. IHEA has been asked to provide information about initiatives and programs that IHEA members put in place to assist students through the COVID disruptions. Following is UBSS response to the request for information to assist IHEA make the submission to QILT for measures implemented by IHEA members in response to COVID-19.

What initiatives or programs did your institution implement in 2020 to help support students in response to COVID-19?

UBSS provided all students with a 20% COVID-19 discount to fees of 20%;
UBSS allowed students a longer payment timeline to reduce the financial burden;
To ensure quality delivery all teaching was done on site;
Significant investment was made in software and hardware to create a high end delivery mechanism;

- Staff were trained to ensure high end delivery;
- Practice exams were initiated to ensure minimum stress and anxiety around doing exams online;
- Assessment was modified to 60% exams and 40% alternative assessment;
- Student Services support remained physically available as well as online;
- Program Directors remained on campus as well as online to facilitate student support;

In April 2020, UBSS proceeded with conducting exams online using the Moodle platform. Due to the sudden shift from face-to-face to online assessments, four support initiatives were implemented to support students during this transition :

- A few weeks prior to the start of online exams, a detailed **instruction guide** was distributed to students. This guide outlined the equipment and software requirements and the process that students were required to follow to access and submit their exams. Lecturers supplemented the information in this guide in their classes by reiterating the important information to students.
- A **Practice exam** was made available to students two weeks prior to the final exams. Students were encouraged to do the practice to ensure that they were able to successfully access and submit the final exam on Moodle. This exam also highlighted possible areas that students may need to address before final exams commenced, such as equipment (laptops and PCs, internet connectivity etc.)
- An **exams inbox** was set up for students, which was made active during each examination event, to support them with technical issues and general enquiries. Staff responses to students were prompt (real-time response) as exam staff were actively monitoring the inbox and assisting students (where required) during every

exam. This alleviated the anxiety from students who were attempting online exams for the first time.

- **Flexibility** with regards to final exam submission deadlines was extended to all students as students had to adapt to typing exams instead of writing. Typing speeds differ from student to student and this was taken into account by exam staff and lecturers.

Student Engagement and interaction

- encourage sessional lecturers to respond quickly to student queries
- change in assessment design to encourage lecturers more smaller weekly assessments to encourage more student engagement

Staff training

- compulsory training for lecturers to keep them to date in on line teaching methods and technology introduced by UBSS

Delivery design

- encourage sessional lecturers to use more scenario/case based demonstration questions and assessments in webinar delivery to support understanding

What feedback have you received from students about your institutions' successful responses to COVID-19?

UBSS has utilised student feedback for a number of years to ensure satisfaction levels are high.

Throughout 2020 UBSS conducted 3 SFU surveys.

Feedback has remained consistently positive through the year and into 2021 – the latest data (T1, 2021) suggesting high levels of student satisfaction –

Survey Questions	BBus	BAcc	MBA
	T1 2021	T1 2021	T1 2021
Q1 The subject provided useful knowledge and skills	4.41	4.23	4.30
Q2 The learning outcomes were achievable	4.31	4.13	4.22
Q3 The subject workload was manageable	4.26	4.12	4.16
Q4 The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.37	4.17	4.26
Q5 The lecturer was well prepared for each class	4.37	4.24	4.39
Q6 The lecturer provided useful feedback	4.43	4.29	4.25
Q7 The lecturer had a good knowledge of the subject matter	4.48	4.33	4.38
Q8 The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.47	4.22	4.28
Q9 The lecturer was available to discuss learning problems outside of class time	4.32	4.00	4.11
Q10 The assessment requirements were clearly explained	4.39	4.30	4.26
Q11 Overall the teaching in the subject was of a high quality	4.38	4.30	4.25
Average	4.38	4.21	4.25
T3, 2020	4.39	4.22	4.26

A comparative with T3, 2020 is provided demonstrating consistency.

QILT results for 2020 have remained very positive with UBSS performing above national average.

The overall Student Services satisfaction rating for 2020 was 4.5 out of 5 (from 284 students/users).

Do you have a specific anecdote to share that demonstrates your institution's best practices in student support and teaching quality?

Each trimester throughout 2020/2021 a survey was conducted to ascertain the keenness of students to return to campus (it was also a measure of satisfaction levels with online). The most recent survey suggested an 88% of students surveyed were content to stay on line – with only 12% sharing any enthusiasm to physically return to campus.

Anecdotally both students and agents have suggested a high level of satisfaction with the quality of delivery online and the support available and provided.

END