

The value of the PAQ in helping bridge the secondary and tertiary divide

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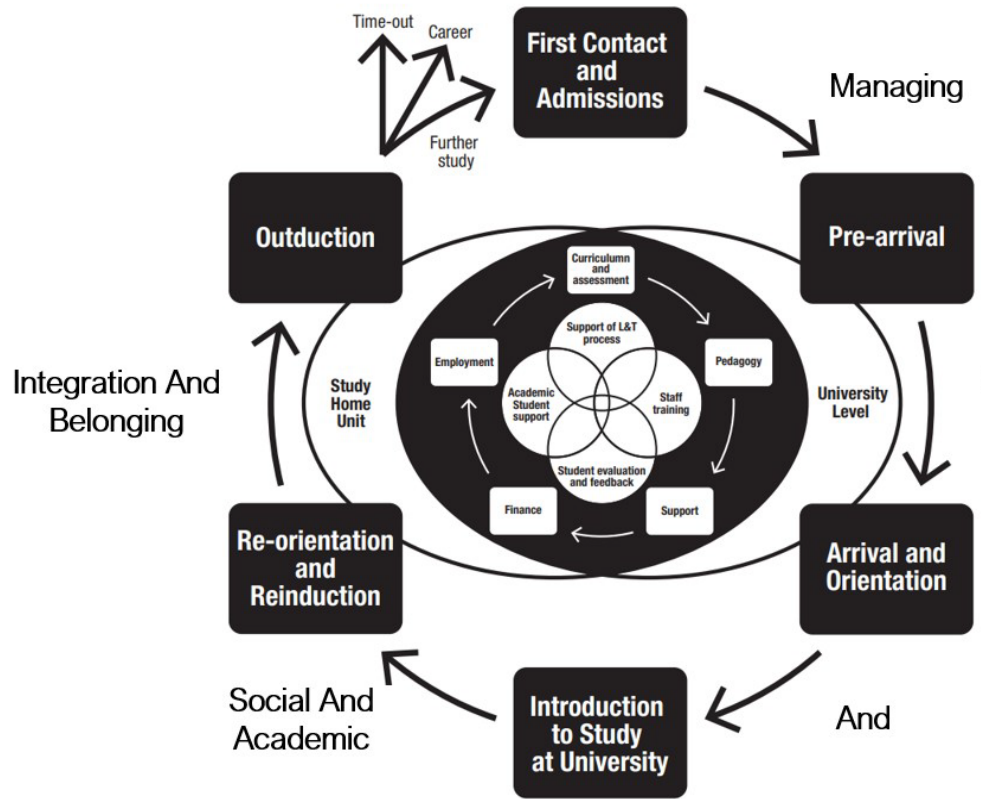


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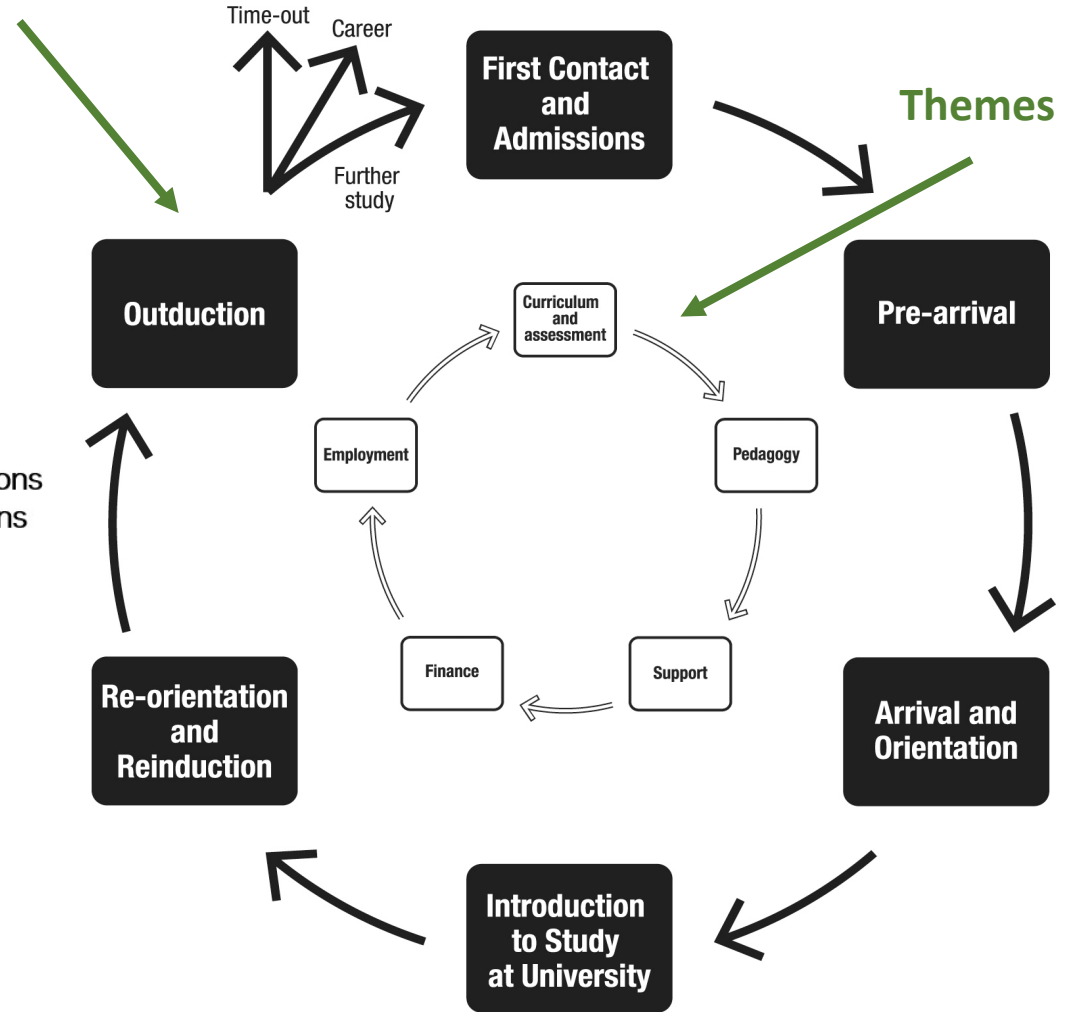


Where did the PAQ come from?

The Student Experience Transitions study lifecycle



Stages



AdvanceHE

Student lives in challenging times - insights from PTES, PRES and UKES

UK ENGAGEMENT SURVEY | POSTGRADUATE TAUGHT EXPERIENCE SURVEY | POSTGRADUATE RESEARCH EXPERIENCE SURVEY

Maddie Pitkin & Jason Leman & Hannah Griffin-James

TURBOCHARGING THE FUTURE

The Interim Report of the UPP Foundation Student Futures Commission

[Turbocharging the future \(upp-foundation.org\)](http://upp-foundation.org)

Student Surveys | Advance HE (advance-he.ac.uk)



Covid-19 and UK universities: international updates and FAQs
This page addresses queries about the way the Covid-19 outbreak is affecting the international work of UK universities, their international students, staff and partners.



Lessons from the pandemic: making the most of technologies in teaching
A briefing on how universities are approaching using technology in teaching and learning since the Covid-19 pandemic.



What does teaching and learning look like in England this year?
As students return to university for the 2021-22 academic year, what does their student experience look like?



Our universities: maximising a national asset
The Comprehensive Spending Review 2021 (CSR 2021) presents an opportunity to make even greater use of one of our important national assets: our universities.



"A mindset for our future": Speech by Professor Steve West CBE, President of Universities UK
Professor Steve West CBE speech at Universities UK's Annual Conference 2021.

Covid (universitiesuk.ac.uk)

Students' perceptions of belonging and inclusion at university

February 2022



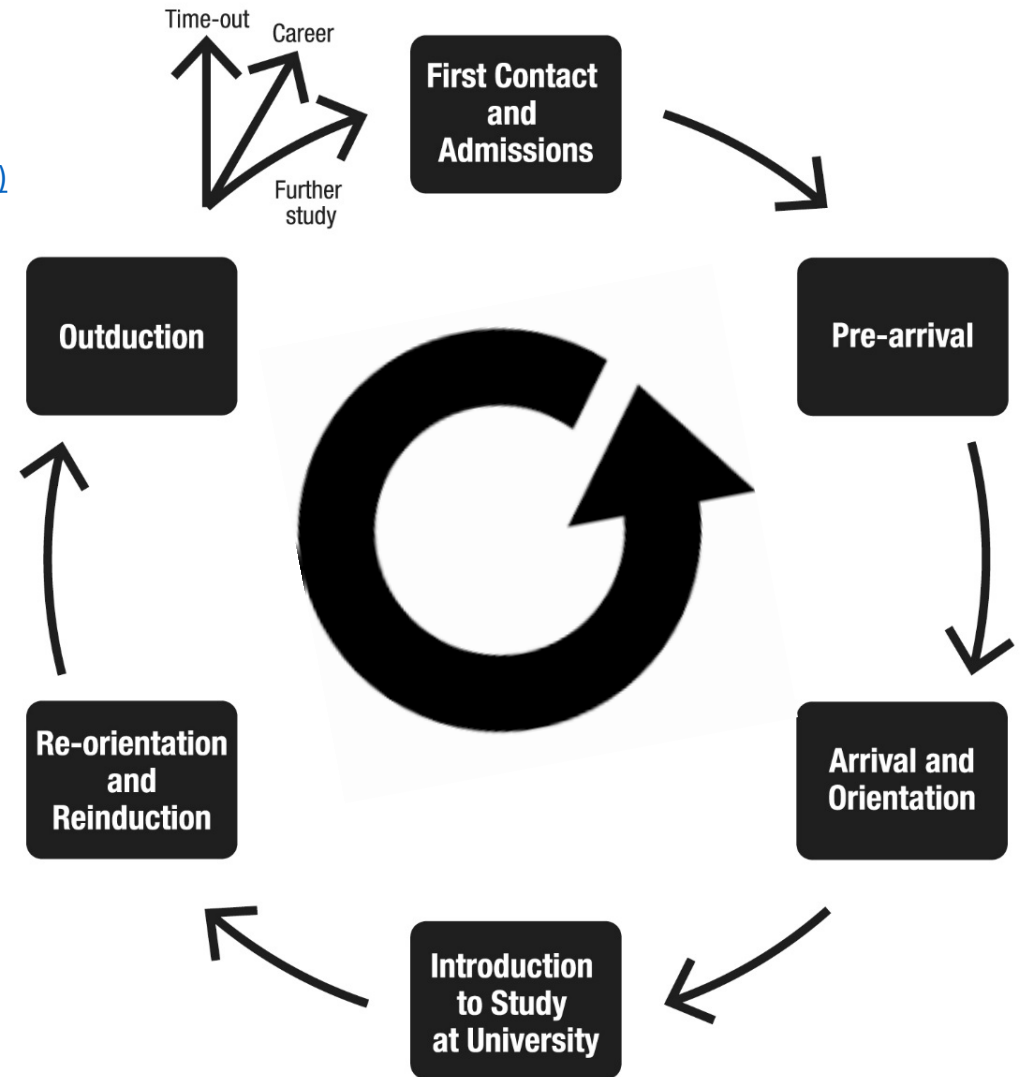
[Belonging-and-inclusion-survey-Wonkhe-Pearson-Feb-22.pdf](#)

UCAS

DATA AND ANALYSIS

[Data and analysis | UCAS](#)

The Student Experience Transitions Model



Source: M Morgan (2011) Improving the Student Experience- the practical guide for universities and colleges, Oxon:Routledge.



Where did the PAQ come from?

- Formalised through the 11 University, HEFCE funded Postgraduate Experience Project (was called Entry to Study Survey)

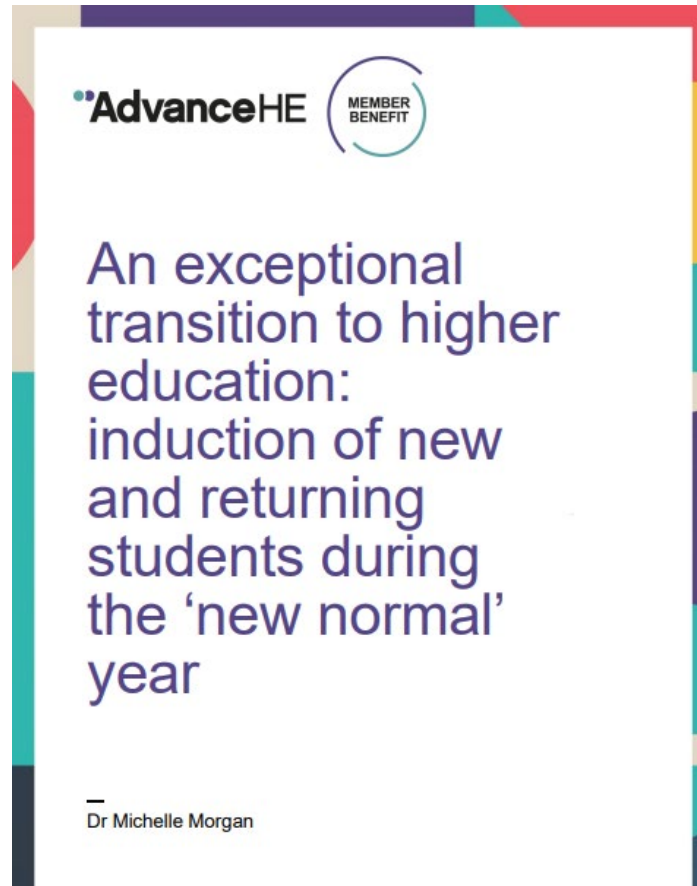


Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project

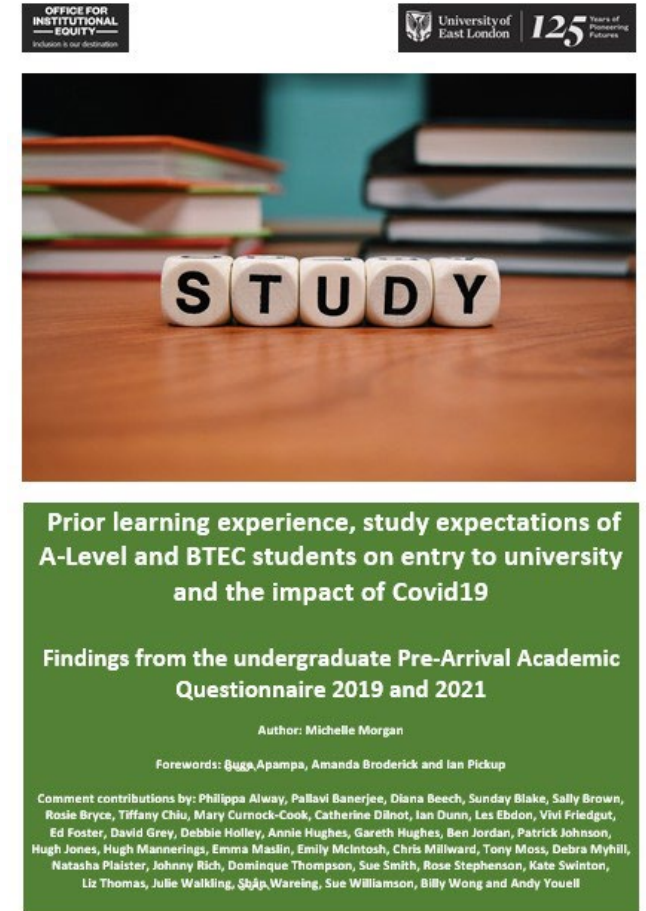
Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers.

*Analysed and written by Michelle Morgan and Ines Direlto
Edited by Michelle Morgan*

Postgraduate experience project
Understanding today
for a better tomorrow



[An exceptional transition to higher education: induction of new and returning students during the 'new normal' year | Advance HE \(advance-he.ac.uk\)](#)



[Prior learning experience, study expectations of A-Level and BTEC students on entry to university and the impact of Covid19 | Advance HE \(advance-he.ac.uk\)](#)

[Postgraduate-Experience-Report-Final-Kingston.pdf \(makingthemostofmasters.ac.uk\)](#)

Aims and objectives of the PAQ

Data collected are random samples (reduces bias) which are the same as NSS, PTES and MEQs

It collects key data to help university, school and course leaders and academic advisors understand the prior learning experience of entrants, and how that may impact on their current expectations and engagement.

- Anonymous at point of delivery so students feel comfortable completing it.
- Reflective learning journey to get them thinking about their upcoming studies.
- Provide appropriate and meaningful pre-arrival and arrival course level activity thus creating some parity of experience across school courses.
- Schools get headline findings within a week and questionnaire findings feed into a SAWY/Video guidance within 4 weeks of starting with signposts to support and advice.
- The findings help central services and outreach in correcting expectations in information for schools and colleges.

Sections

- Previous study qualifications
- Previous study experience
- Motivations and challenges
- Study expectations
- Current learning expectations
- Attitudes towards study
- Biographical questions

Other methods

Key questions via enrolment

Emily McIntosh

'Early interventions'



How could things be done differently if.....

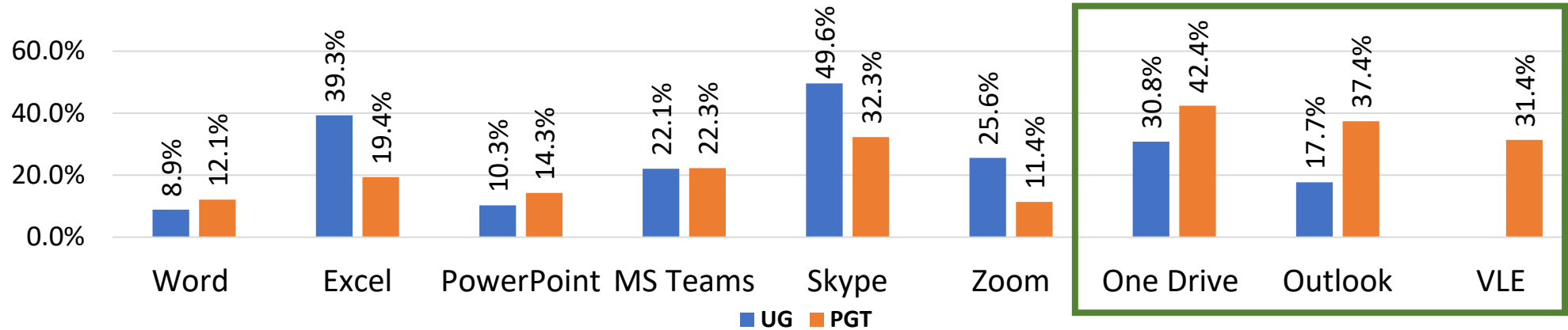
- *If a course leader knew that for new undergraduate students entering university directly from school that a course textbook and handwritten notes had been the top two ways of accessing course learning materials (and this was true even during the pandemic) but in contrast, for those at college, it had been more diverse, how would the course leader adapt the first few weeks of teaching? Would one method be privileged over another?*
- How would the library adjust the sessions they provided on entry if they knew that only a third of new undergraduate students had experience of using a library at school or college?
- *And lastly, if a university knew that males were three times more likely to use sports facilities compared to mental health services, how could mental health and wellbeing be promoted through sports?*



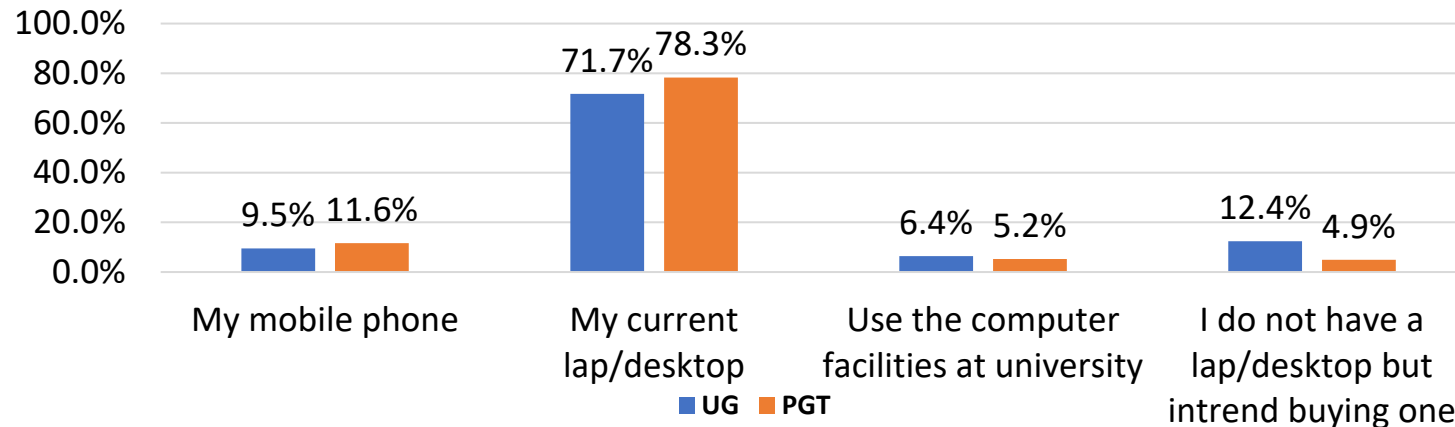
Experience of software (UEL Sept 2023 PAQ)

- Substantial number of PGT had limited or no experience of a VLE, Outlook or One Drive which are used in HE
- A number of respondents at UG and PGT level reported not having their own lap/desktop

Limited or no experience by level of study

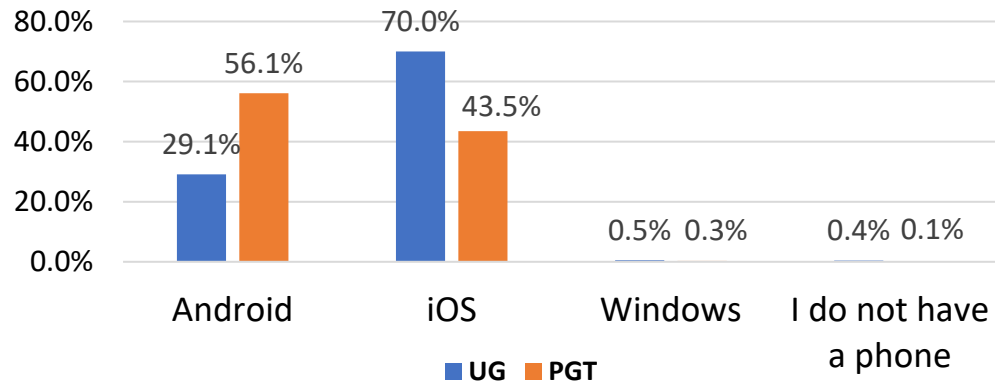


Main tech expected to use to access learning materials at University by level of study



Type of mobile phone and data (UEL Sept 2023 PAQ)

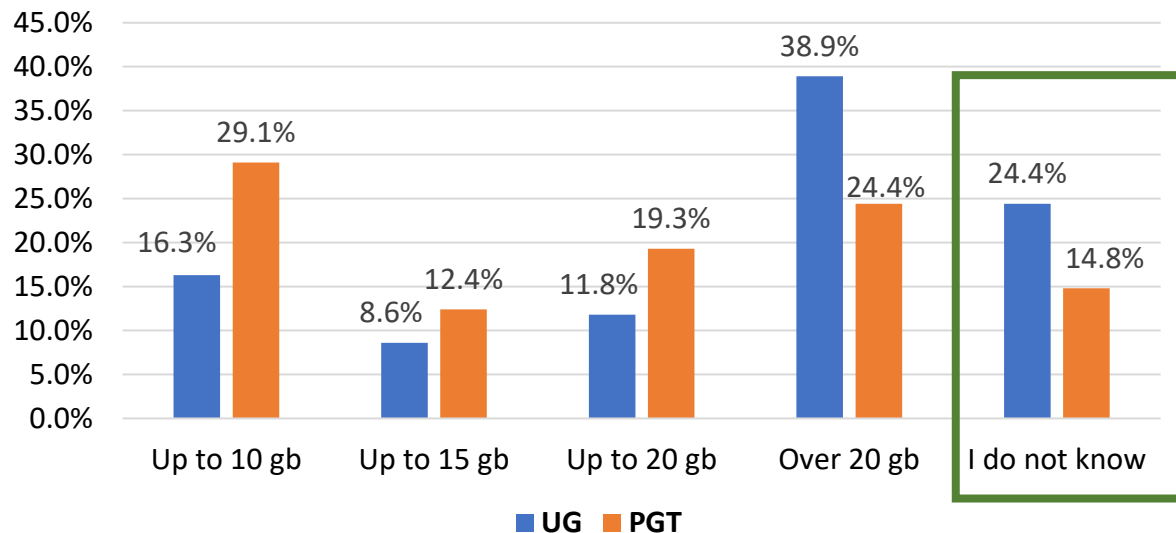
Type of mobile phone by level of study



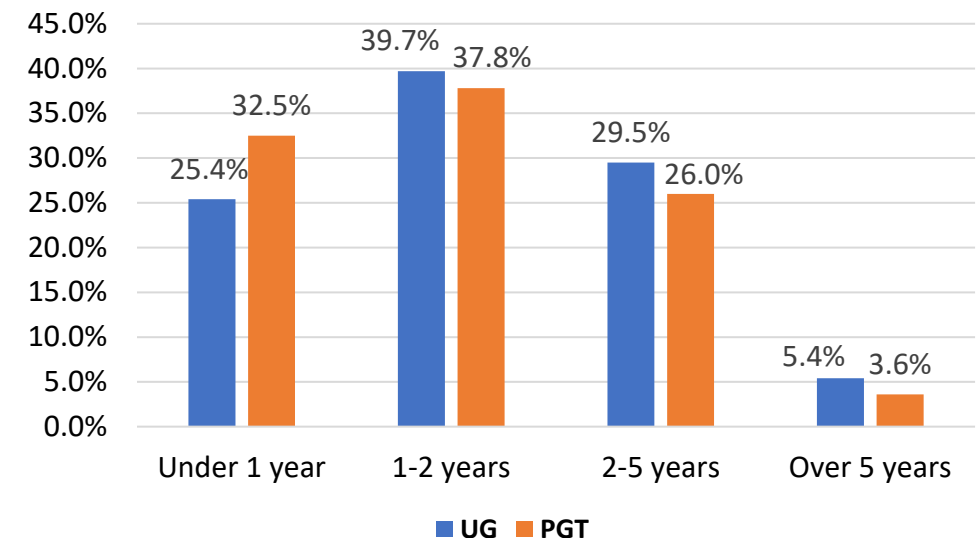
Type of phone by domiciled status

	Android		iOS	
	UG	PGT	UG	PGT
UK	26.0%	35.0%	71.2%	60.0%
OS	54.0%	60.3%	44.0%	38.8%

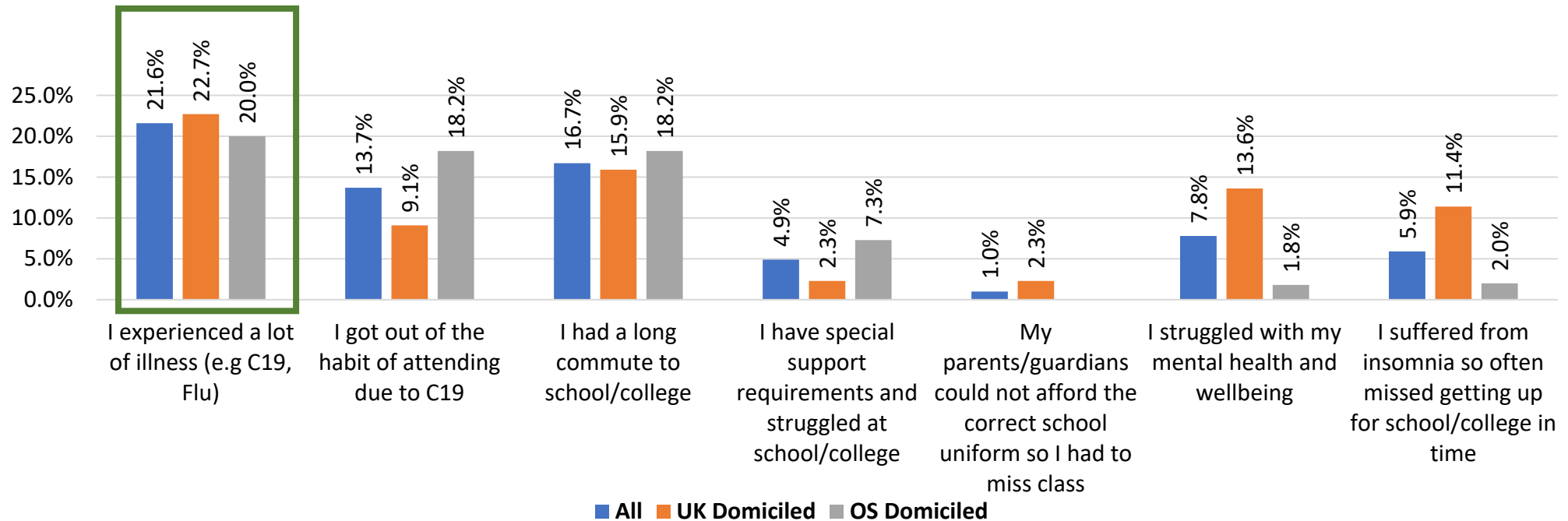
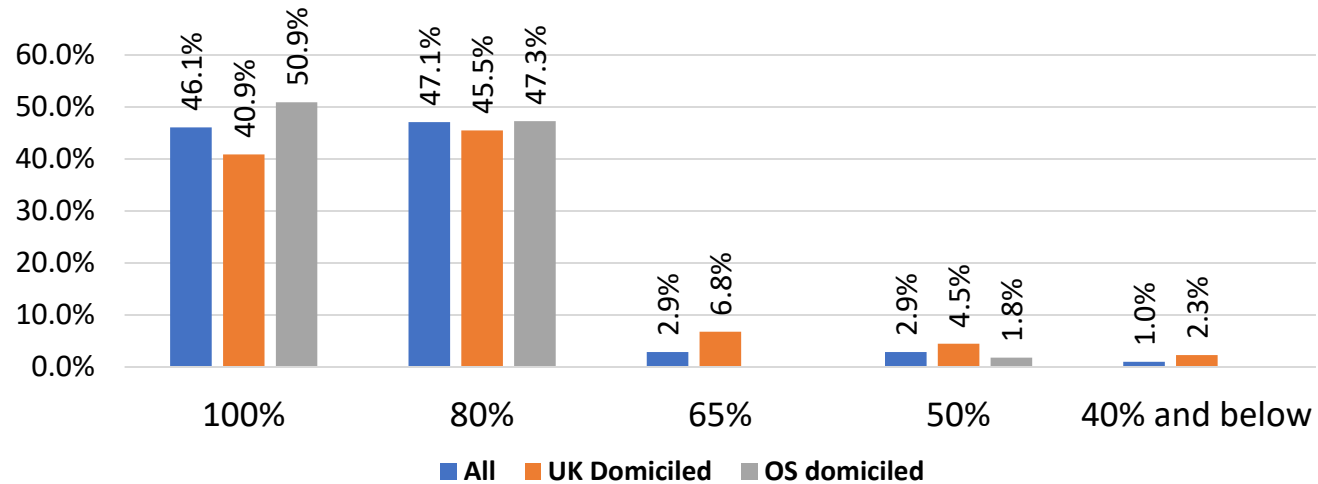
Monthly data package by level of study



Age of mobile phone by level of study



School and college attendance (New question January 2024)



Distance to travel to the university

Differences by qualification
3 university report

Distance	A-Level 2021	BTEC 2021
Under 5 miles (under 8km)	63.6%	49.8%
5-10 miles (8-16km)	17.9%	22.3%
11-15 miles (17-24 km)	6.8%	10.1%
16-20 miles (25-32 km)	2.2%	4.2%
21-25 miles (33-40 km)	2.4%	5.9%
26-50 miles (41-80 km)	3.7%	4.9%
Over 50 miles (over 82 km)	3.5%	2.8%

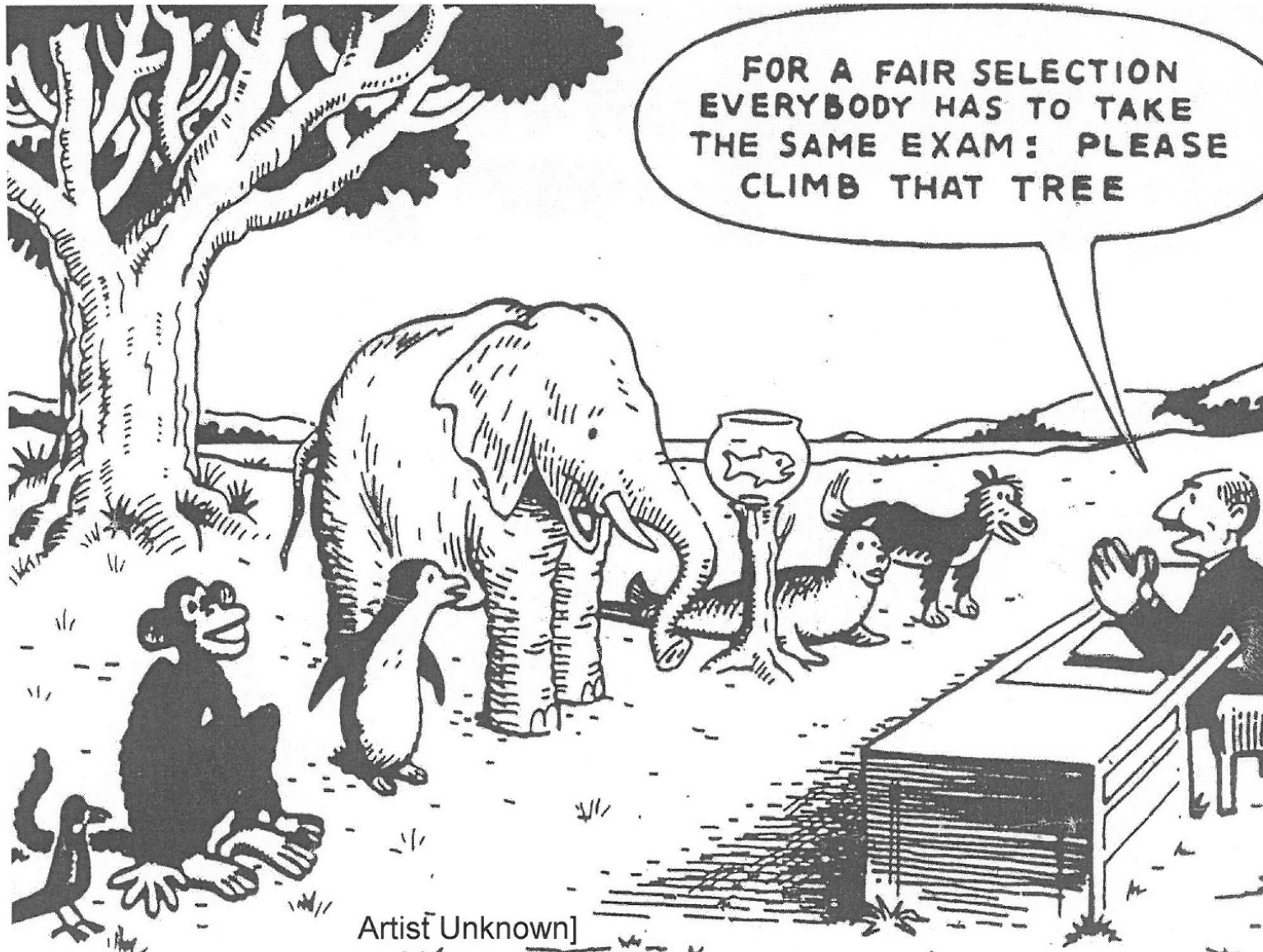
Differences by domiciled status
UEL PAQ September 2023

Distance	UK dom staying at home	OS dom
Under 5 miles (under 8km)	20.6%	38.2%
5-10 miles (8-16km)	29.9%	29.1%
11-15 miles (17-24km)	18.8%	11.8%
16-20 miles (25-32km)	9.0%	7.3%
21-25 miles (33-40km)	7.6%	2.7%
26-50 miles (41-80km)	9.7%	7.3%
50 miles + (over 82km)	3.2%	0.9%

Debbie McVitty the *'impact of learning in a blended learning environment on and off campus'*



Default position -one size fits all



We lift and shift
from one level to
the next

The right data is
needed to provide
nuanced support

Mapping of wellness spheres to the themes of the University Mental Health Charter

The 10 wellness spheres are constant throughout the study lifecycle – transitions into study and progression =Theme 1 and 3. All of these wellness spheres are underpinned through the following theme activities: Theme 5= addressing risk; Theme 7= information sharing; Theme 14= Leadership, strategy and policy; Theme 15= student voice and participation; Theme 16= Cohesiveness of support across the provider and Theme 18= research, innovation and dissemination. The spheres can be mapped against the UMHC Themes.

UMHC	Type of wellness	What is it?
12	Community and networks	Community wellbeing is being part of and contributing to a healthy, safe and inspiring environment where individuals respect themselves, interact respectfully with people in and outside of UEL, thus enabling everyone to flourish and fulfil their potential.
10, 17	Cultural	Cultural wellness is about respecting and appreciating differences of people with different backgrounds, lifestyles, genders, ethnicities, abilities, and ages, understanding the UEL environment and community and building positive cultural relationships.
5, 10, 17	Digital	Digital wellness is about understanding the impact of technology and digital services on one's mental, physical, and emotional health, understanding how to stay safe and well using it, and how to find a healthy balance.
4, 8, 17	Emotional	Emotional wellness is about being aware of and accepting of the wide range of feeling one experiences, the ability to cope with stress in a healthy way, managing feelings effectively, the capability of adjusting to change, and the ability to enjoy life.
10, 13	Environmental	Environmental wellness is about having respect for and awareness of our surroundings, caring for our environment, being aware of risks in various settings and recognizing the need to keep a healthy personal environment.
4	Financial	Financial wellness is about learning how to manage money and establishing a personal budget, setting realistic goals and living within your means, not getting into credit card debt and about thinking long term and saving for the future.
13	Physical	Physical wellness is about being active, eating well and having balanced nutrition, feeling safe and secure, and getting adequate sleep.
11, 12	Residential	Residential wellness is about keeping one's living space clean and tidy, safe and secure. It also includes achieving a healthy study/life balance, creating effective study space and creating a living environment free from anti-social behaviour.
12	Social	Social wellness is about establishing meaningful and healthy relationships, communicating effectively with others, and creating and being a part of a support system, and creating networks with classmates, academics, and future employers.
2,7 especially 1,3	Study and career	Study and career wellness is about setting challenging and healthy academic and career goals, seeking resources to help make decisions and succeed, continuously striving to learn and improve skills, being open-minded to new life experiences and career paths, using your voice to improve your experience and creating a positive and healthy study and life balance.

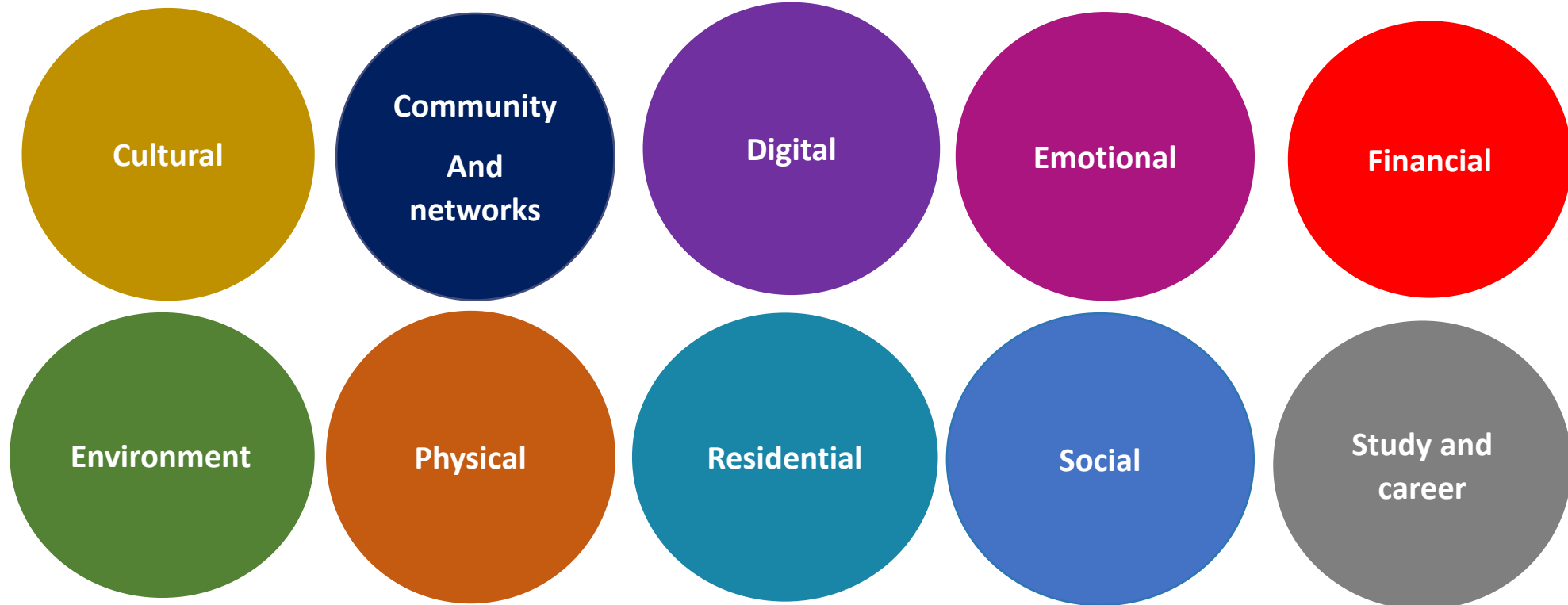


10 Wellness spheres - What are they?

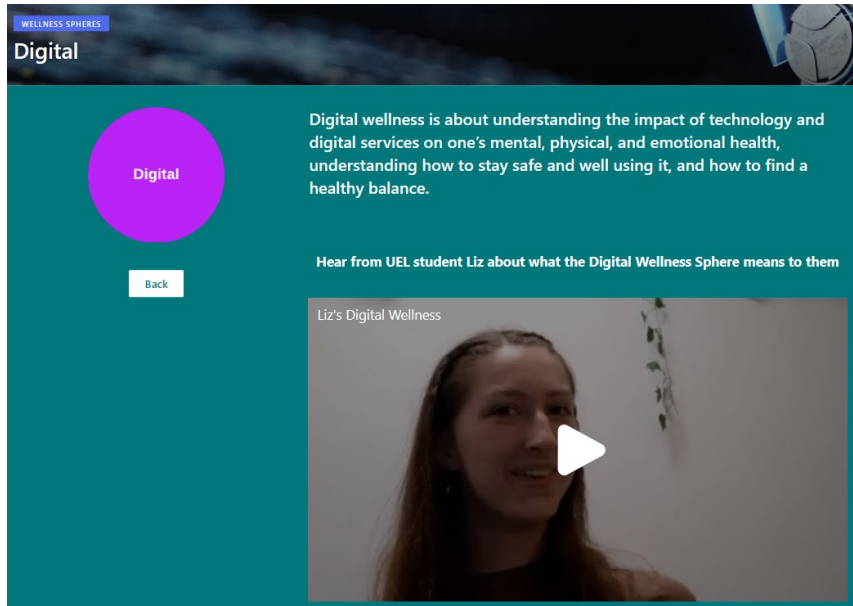
UEL's ten wellness spheres will help you focus on your own wellness actions as well as provide information where to access support to help you succeed

[Welcome to the Student Hub](#)

for general advice, guidance and support



Digital wellness



WELLNESS SPHERES
Digital

Digital wellness is about understanding the impact of technology and digital services on one's mental, physical, and emotional health, understanding how to stay safe and well using it, and how to find a healthy balance.

Hear from UEL student Liz about what the Digital Wellness Sphere means to them

Back

Liz's Digital Wellness

[Digital \(sharepoint.com\)](https://sharepoint.com)

Why digital wellness is so important

As technology evolves and our time is increasingly spent online, whether through using social media platforms, addictive video games or video conferencing platforms such as Microsoft Teams or Zoom, individuals and society must learn to adapt and overcome the potential dangers of digital dependence not only on our health but also our security. We know intense use of technology, which can increase a sedentary lifestyle, can lead to health issues such as anxiety, addiction, and depression, and expose us to security issues such as online scams, phishing and malicious software.

Tips of what you can do for digital wellness

Adopt a digital wellness app

There are many digital wellness app's available that allow you to:

- Monitor your screen time and set restrictions and limits on what you can use.
- Adjust the colour temperature of your computer or phone to adapt to the time of day.
- Do meditation and mindfulness for a few minutes of listening each day.

Take screen breaks

- Take a break before the onset of fatigue.
- Take short, frequent breaks away from the computer e.g. a 5-10 minute break every hour

Adopt good digital etiquette

- Understand the technology you will need to use in your studies.
- Digital etiquette extends beyond the virtual classroom. Be aware of lecturer office hours, which will vary between department. Work to reasonable hours of contact from roughly 8AM – 7PM, but don't expect an immediate response.
- Following basic netiquette guidance for online courses means contributing.
- Make time for your fellow students rather than your phone.
- Use respectful language at all times whether in your studies, work situation or personal life.
- Fact check information before posting

Links to advice, support and activities

Getting the most out of [Track My Future](#) (TMF) – featured during Kickstarter webinar plus [FAQ page](#)

[Digital skills and capability first-aid](#)

[Career Zone for digital careers tools and resources](#)

Digital Platforms at UEL - [IT Induction for Students](#)

IT support – IT issues should always be raised first with the [Student Hub](#)

Management of digital security - [UEL's Information Security pages!](#)

Logging on for the first time including password resets and setting up MFA: www.uel.ac.uk/password

Keeping your UEL account secure – [Password Guidance](#) and [Multifactor Authentication](#)

Keeping your online presence safe and appropriate use of [Social Media](#)

[Digital Adoption & Engagement skills](#)

Effective [Digital Body Language](#) and comms etiquette course

Take advantage and getting started with [LinkedIn Learning](#)



Study and career wellness

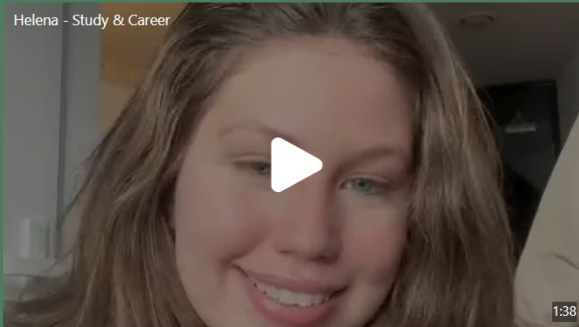
Study and Career

Study and career wellness is about setting challenging and healthy academic and career goals, seeking resources to help make decisions and succeed, continuously striving to learn and improve skills, being open-minded to new life experiences and career paths, using your voice to improve your experience and creating a positive and healthy study and life balance.

Hear from UEL student Helena about what the Study & Career Wellness Sphere means to them

[Back](#)

Helena - Study & Career



Why study and career wellness is so important

Study and career wellness refers to one's ability to manage academic workloads and prepare for the future. Achieving wellness in this area means:

- Setting challenging and healthy academic & career goals.
- Seeking resources to help you make decisions & succeed.
- Continuously striving to learn and improve your skills.
- Being open-minded to new life experiences & career paths.
- Creating networks with classmates, professors, and future employers.
- Managing the pressure to achieve academic and career success.

Tips of what you can do for study and career wellness

- Use your library for resources and quiet space to study effectively.
- Actively engage with your Mental Wealth and Professional Practice module.
- Use the Research skills support.
- Reading with clear purpose and when undertaking coursework, be clear what is being asked of you.
- Use your dashboard of activity so you can see how engaged you are in your studies and where you can make improvements to help you succeed.
- Meet with your allocated academic adviser who is there to provide study support and guidance.
- Use your voice to provide feedback via module Pulse Surveys in weeks 4/5 and 8/9.
- Ensure you attend all your classes to help you in your study

Links to advice, support and activities

[Track My Future](#) – online intranet platform

[Extenuation and Extensions \(previously known as Automatic Extensions\)](#)

[Login to Career Zone to get prepared and apply for jobs](#)

[Love Your Career](#) events

[Careers and Enterprise Support & Resources](#)

[Mental Wealth & Professional Fitness](#)

Learning expectations

Using [your voice](#) including via Pulse surveys, Module Evaluation, Course Committees

[Study Skills: Academic Tutoring Moodle Page](#)

[Library skills](#)

[Research skills support](#)

[My dashboard](#) of activity

[Student Policies and Regulations](#)

[Employability and Professional Development](#)

SU [Academic Advice](#) and support

[Student Complaints and Academic Appeals](#)



Data to inform policy and strategy

- Bridging information, knowledge and experience
- Adapting the curriculum on entry to balance applied and academic skills
- Awareness of challenges by entry qualification and student characteristics.
- Join up data from UCAS to the University to SLC to HESA/JISC
- Agree a consistent baseline approach of support across the sector

