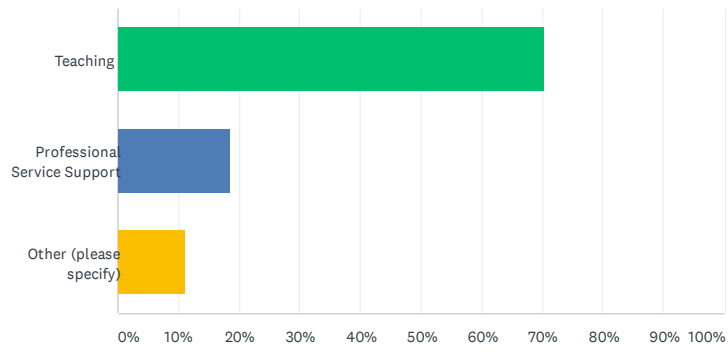


Q1 1. Is your primary role at your university: Please select one

Answered: 81 Skipped: 1

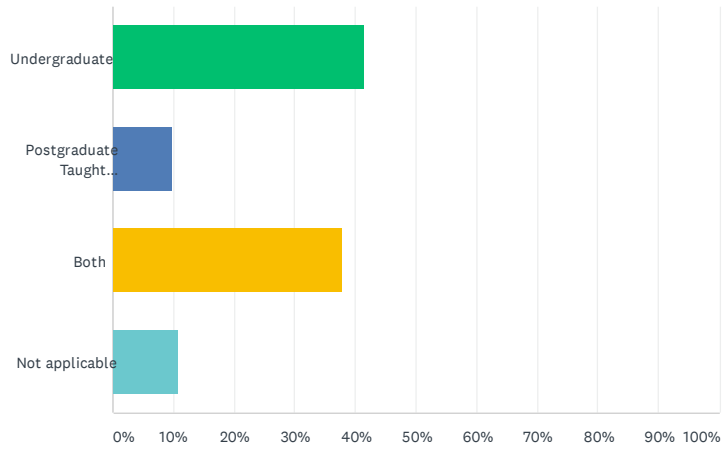


ANSWER CHOICES	RESPONSES
Teaching	70.37% 57
Professional Service Support	18.52% 15
Other (please specify)	11.11% 9
TOTAL	81

#	OTHER (PLEASE SPECIFY)	DATE
1	primary supervisor to PhD candidates	9/13/2021 5:43 AM
2	Leadership	9/11/2021 12:25 PM
3	programme design and curriculum renewal	9/10/2021 10:18 AM
4	Change management	9/10/2021 9:00 AM
5	I work in partnership with universities	9/10/2021 8:25 AM
6	Doctoral Student	9/6/2021 12:53 PM
7	Administrator - Director	9/3/2021 5:28 PM
8	Academic development and teaching	9/3/2021 4:31 PM
9	Staff Tutor	9/3/2021 4:06 PM

Q2 2. Which students do you teach?Please select one

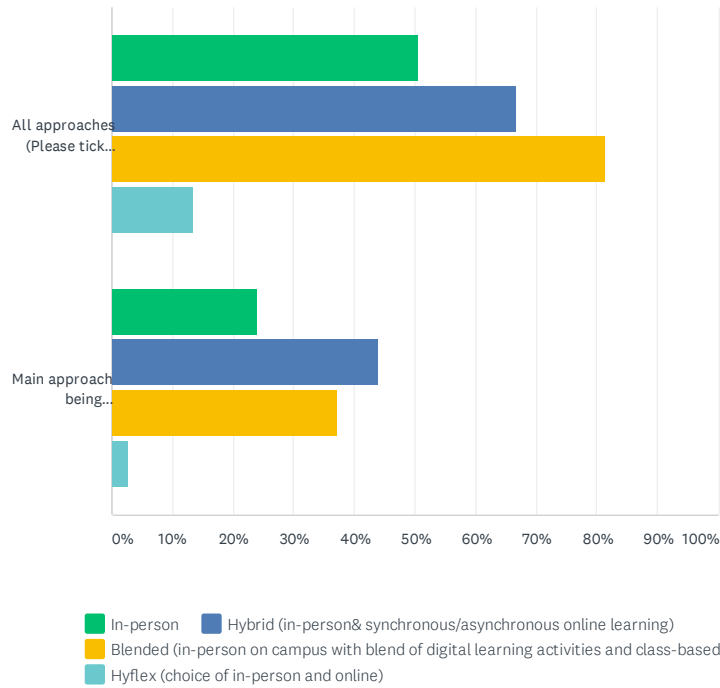
Answered: 82 Skipped: 0



ANSWER CHOICES	RESPONSES	
Undergraduate	41.46%	34
Postgraduate Taught (including PG Certs/Dips)	9.76%	8
Both	37.80%	31
Not applicable	10.98%	9
TOTAL		82

Q3 3. Expectations of learning in September (Please exclude distance learning)(Definitions courtesy of Sue Beckingham)Are you expecting teaching and learning to be delivered at your university/the university you are familiar with:

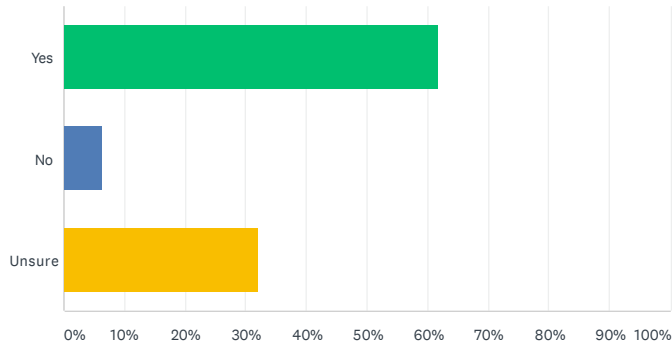
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	IN-PERSON	HYBRID (IN-PERSON& SYNCHRONOUS/ASYNCHRONOUS ONLINE LEARNING)	BLENDED (IN-PERSON ON CAMPUS WITH BLEND OF DIGITAL LEARNING ACTIVITIES AND CLASS-BASED ACTIVITIES)	HYFLEX (CHOICE OF IN-PERSON AND ONLINE)	TOTAL RESPONDENTS
All approaches (Please tick all that apply)	50.67% 38	66.67% 50	81.33% 61	13.33% 10	75
Main approach being adopted (Please select one)	24.00% 18	44.00% 33	37.33% 28	2.67% 2	75

Q4 4. Do you expect the current approaches being adopted to be retained moving forward? Please select one

Answered: 81 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	61.73%	50
No	6.17%	5
Unsure	32.10%	26
TOTAL		81

#	PLEASE STATE WHY	DATE
1	hyflex to a lesser extent but possibly partnering up institutions e.g. co delivering courses	9/13/2021 12:16 PM
2	Flexibility for students	9/13/2021 10:27 AM
3	It depends on the students' experiences	9/13/2021 9:22 AM
4	Lack of clarity, strong pulls in all directions, dissent amongst staff.	9/13/2021 8:11 AM
5	I expect some but not all features will be retained - for a blend of pedagogical and non-pedagogical reasons.	9/12/2021 6:29 PM
6	Proportion of F2F and online likely to change significantly	9/12/2021 6:18 PM
7	this year I have a hybrid + blended approach, but I dont know if the university will allow this next year. The hybrid approach with blended learning activities to me is the best, gives flexibility and I enjoyed the online teching. I understdnd they need students in campus for the money of the accomodstion, but the hybrid would give them what they want and myself some flexibility	9/12/2021 9:42 AM
8	University believes, esp in the current pandemic state. That it will be the quickest to implement in the event of a lockdown	9/11/2021 5:23 AM
9	No clear sense of direction.	9/10/2021 11:11 AM
10	there seems to be a knee jerk response of returning to pre-covid, not adequately considering if we should	9/10/2021 10:18 AM
11	The idea is to take advantage of the blending of flexibly delivery where students can access content as they wish, and use timetabled in-person delivery in ways that maximise their value/impact. Best of both worlds.	9/10/2021 9:24 AM
12	Depends on covid data and potential for students and faculty to become ill.	9/10/2021 8:46 AM
13	Lack of direction from mamangement	9/10/2021 8:30 AM
14	Who knows what covid variant we might have in a few weeks	9/10/2021 8:23 AM
15	My institution is wholly online.	9/10/2021 8:07 AM
16	Allows flexibility for the students - especially those with childcare commitments and long commutes into campus.	9/6/2021 1:07 PM
17	Asynchronous teaching provides learning materials that are always available and allow engagement prior to start of formal immersion.	9/6/2021 1:00 PM
18	I feel the approach will largely depend on both student/staff response (are students coming back to in person classes?) and whether we see a resurgence in Covid-19 cases in the UK.	9/6/2021 12:53 PM
19	Our university has a strong focus on the wider student experience, and we are expecting the majority of our student to wish to be residential when possible.	9/6/2021 11:08 AM
20	The hybrid approach will help with continued social distancing. That said for lectures the online and recorded approach has proved to be popular with students	9/6/2021 10:47 AM
21	large numbers of O/S students - expect f2f to gain visas	9/6/2021 9:42 AM
22	Hopefully as a positive student experience and to make best use of the resources as well as the student's time and energy.	9/6/2021 9:34 AM
23	Forward planning, what's that?	9/6/2021 9:28 AM
24	Covid, Open University	9/5/2021 6:14 AM
25	It is highly likely but will depend upon the situation and perhaps upon students feedback	9/3/2021 7:13 PM
26	Demographic profile of students, marketing reasons.	9/3/2021 7:04 PM
27	I think the university will want to go "back to normal" but will keep the blended element.	9/3/2021 5:10 PM

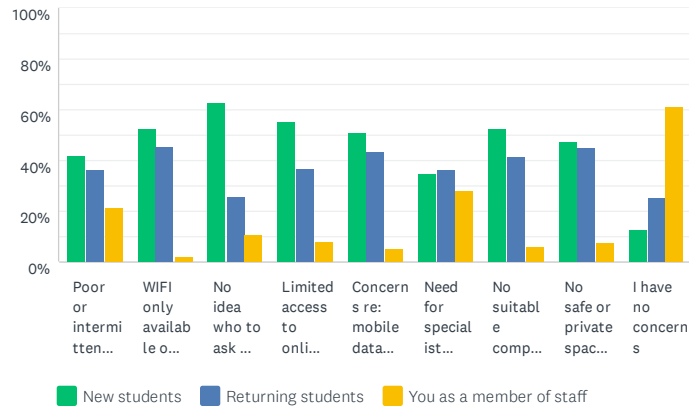
Supporting transitions in September 2021/22

They have admitted far more students than they can comfortably accommodate, and online lecturing solves this problem for them.

28	More flexibility/options for students	9/3/2021 4:32 PM
29	Depends on success	9/3/2021 4:31 PM
30	Because it works! Students get to engage with some materials in their own time and at their own pace. Academics can use online resources they have had to prepare due to covid - Although this was painful at the time many now realise that it is possible to prepare materials in advance and they can be useful resources.	9/3/2021 4:20 PM
31	Currently all online but expecting some in person teaching to return for 2022	9/3/2021 4:06 PM
32	Government could change guidance again	9/3/2021 4:06 PM
33	Some remote teaching is more flexible and less reliant on physical space (on campus)	9/3/2021 4:02 PM
34	University keen to maintain its 'on-campus' stance - possibility at the risk of not utilising online learning to its fullest	9/3/2021 3:55 PM

Q5 5. What technical/IT issues/concerns do you have for this coming academic year (if any)? Please select all that apply for new, returning students' and staff)

Answered: 82 Skipped: 0

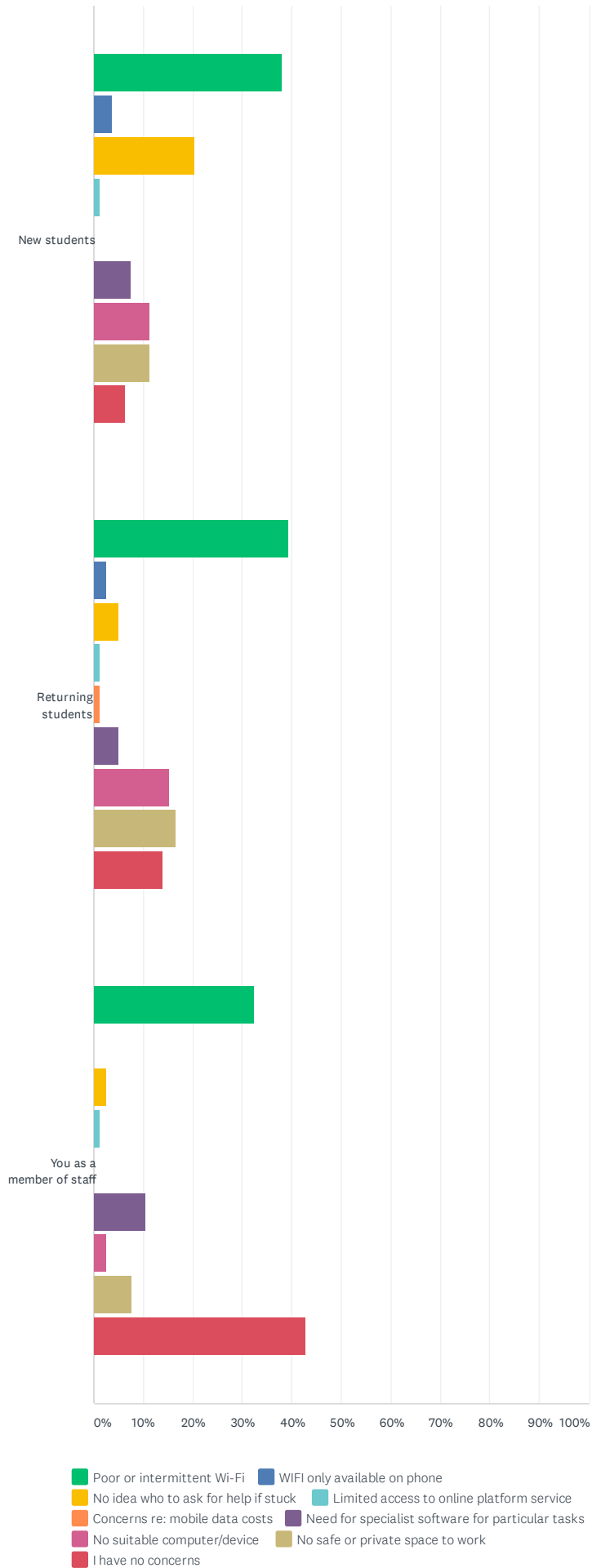


	NEW STUDENTS	RETURNING STUDENTS	YOU AS A MEMBER OF STAFF	TOTAL RESPONDENTS
Poor or intermittent Wi-Fi	42.00% 63	36.67% 55	21.33% 32	150
WiFi only available on phone	52.73% 29	45.45% 25	1.82% 1	55
No idea who to ask for help if stuck	63.01% 46	26.03% 19	10.96% 8	73
Limited access to online platform service	55.26% 21	36.84% 14	7.89% 3	38
Concerns re: mobile data costs	50.91% 28	43.64% 24	5.45% 3	55
Need for specialist software for particular tasks	35.21% 25	36.62% 26	28.17% 20	71
No suitable computer/device	52.53% 52	41.41% 41	6.06% 6	99
No safe or private space to work	47.66% 51	44.86% 48	7.48% 8	107
I have no concerns	12.77% 6	25.53% 12	61.70% 29	47

Q6 6. What is your main technical/IT issue/concern this coming academic year (if any)?(Please select one for new and returning students' and staff)

Answered: 81 Skipped: 1

Supporting transitions in September 2021/22

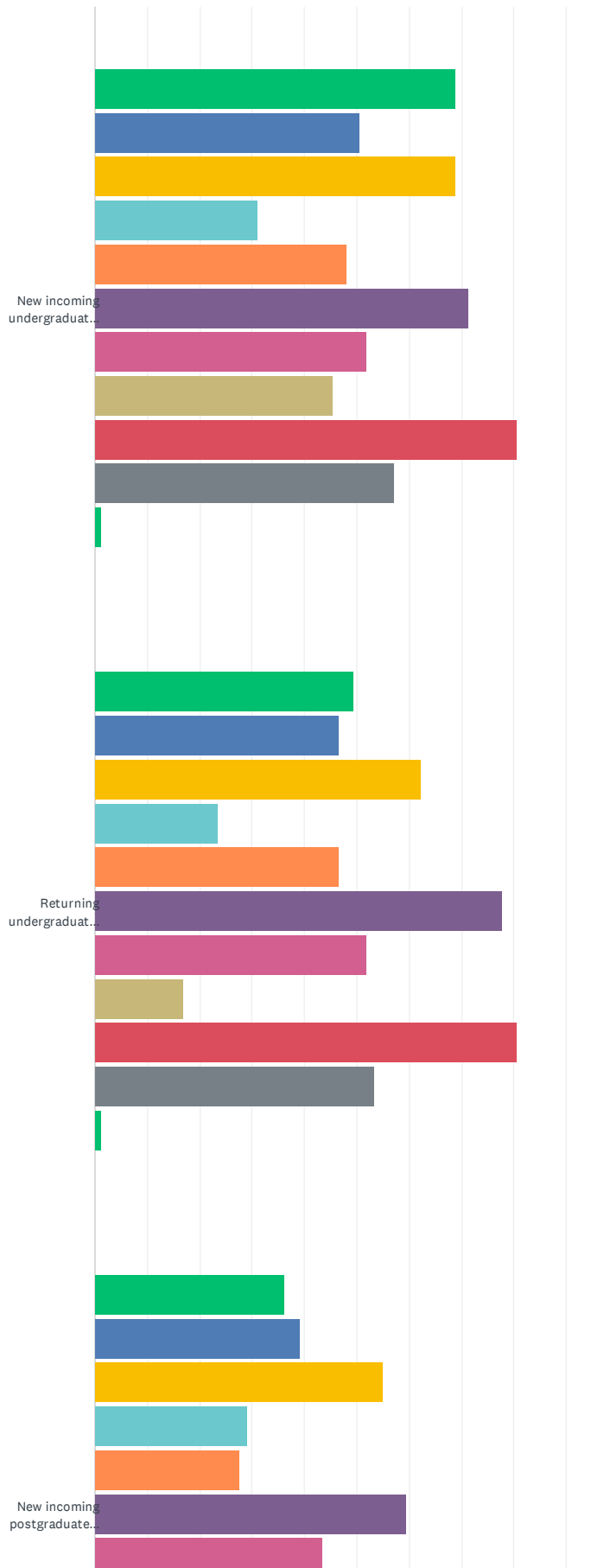


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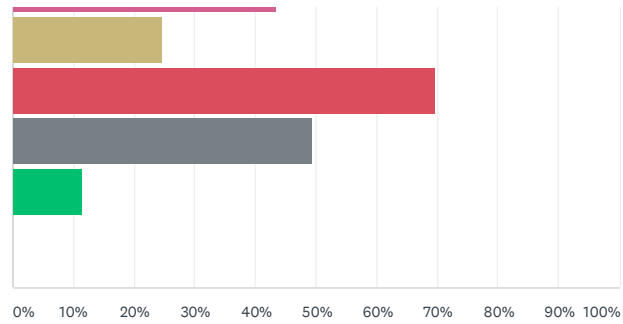
	POOR OR INTERMITTENT WI-FI	WIFI ONLY AVAILABLE ON PHONE	NO IDEA WHO TO ASK FOR HELP IF STUCK	LIMITED ACCESS TO ONLINE PLATFORM SERVICE	CONCERNS RE: MOBILE DATA COSTS	NEED FOR SPECIALIST SOFTWARE FOR PARTICULAR TASKS	NO SUITABLE COMPUTER/DEVICE	NO SAFE OR PRIVATE SPACE TO WORK	I HAVE NO CONCERNS
New students	37.97% 30	3.80% 3	20.25% 16	1.27% 1	0.00% 0	7.59% 6	11.39% 9	11.39% 9	6.33% 5
Returning students	39.24% 31	2.53% 2	5.06% 4	1.27% 1	1.27% 1	5.06% 4	15.19% 12	16.46% 13	13.92% 11
You as a member of staff	32.47% 25	0.00% 0	2.60% 2	1.30% 1	0.00% 0	10.39% 8	2.60% 2	7.79% 6	42.86% 33

Q7 7. What concerns do you have about student learning due to the pandemic (if any)?(Please select all that apply for new and returning students)

Answered: 80 Skipped: 2



Supporting transitions in September 2021/22

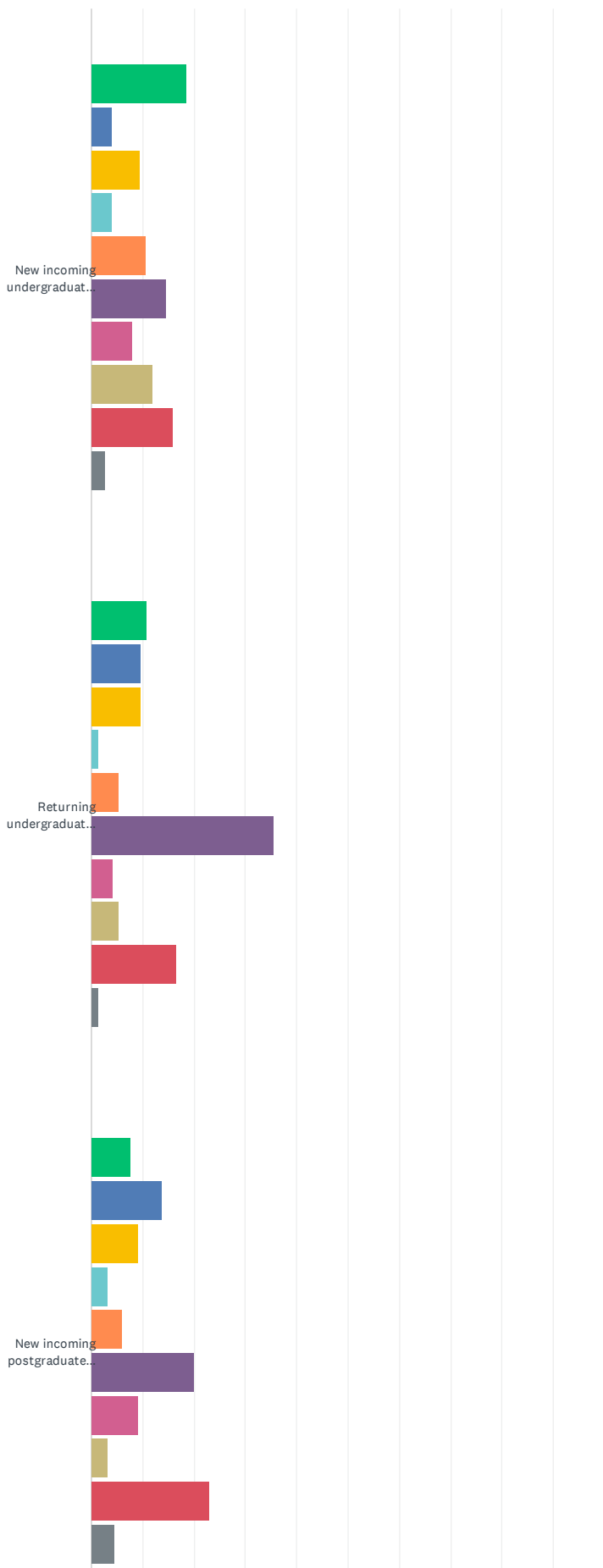


- Knowledge gaps due to disruption to teaching
- Practical experience gaps due to disruption to teaching
- Anxiety about being physically present due to Covid19
- Students suffering from imposter syndrome
- Communication challenges due to large online classes
- Engagement issues due to online fatigue
- Engagement issues due to increase in independent study without in-person support
- 'Grade inflation' of incoming students
- Health and wellbeing of students
- Health and wellbeing of staff
- I have no concerns

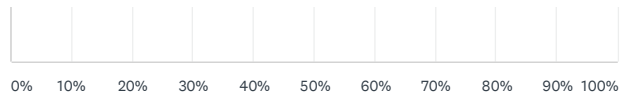
	KNOWLEDGE GAPS DUE TO DISRUPTION TO TEACHING	PRACTICAL EXPERIENCE GAPS DUE TO DISRUPTION TO TEACHING	ANXIETY ABOUT BEING PHYSICALLY PRESENT DUE TO COVID19	STUDENTS SUFFERING FROM IMPOSTER SYNDROME	COMMUNICATION CHALLENGES DUE TO LARGE ONLINE CLASSES	ENGAGEMENT ISSUES DUE TO ONLINE FATIGUE	ENGAGEMENT ISSUES DUE TO INCREASE IN INDEPENDENT STUDY WITHOUT IN-PERSON SUPPORT	'GRADE INFLATION' OF INCOMING STUDENTS
New incoming undergraduate students	68.83% 53	50.65% 39	68.83% 53	31.17% 24	48.05% 37	71.43% 55	51.95% 40	45.45% 35
Returning undergraduate students	49.35% 38	46.75% 36	62.34% 48	23.38% 18	46.75% 36	77.92% 60	51.95% 40	16.88% 13
New incoming postgraduate students	36.23% 25	39.13% 27	55.07% 38	28.99% 20	27.54% 19	59.42% 41	43.48% 30	24.64% 17

Q8 8. What is your main concern about student learning due to the pandemic (if any)?(Please select one for new and returning students)

Answered: 79 Skipped: 3



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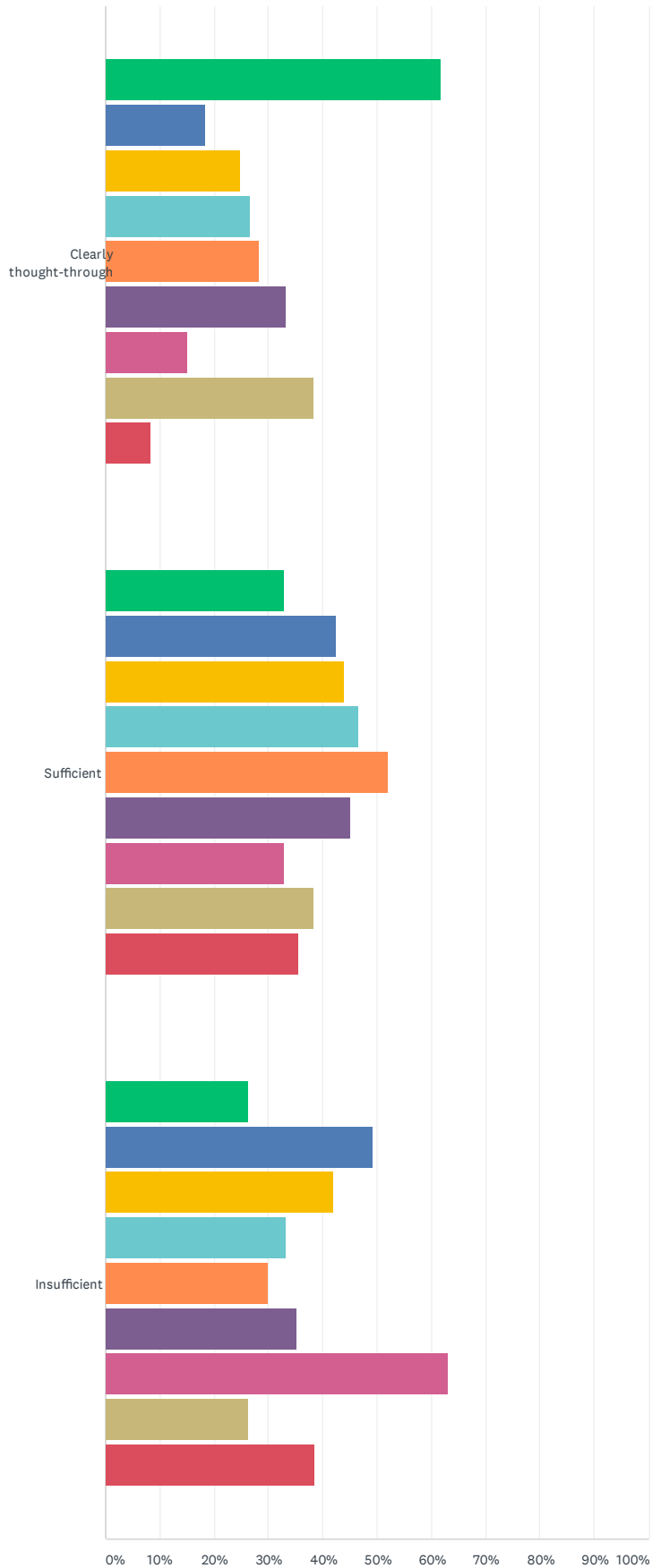
- Knowledge gaps due to disruption to teaching
- Practical experience gaps due to disruption to teaching
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- Students suffering from imposter syndrome
- Communication challenges due to large online classes
- Engagement issues due to online fatigue
- Engagement issues due to increase in independent study without in-person support
- 'Grade inflation' of incoming students
- Health and wellbeing of students
- Health and wellbeing of staff

	KNOWLEDGE GAPS DUE TO DISRUPTION TO TEACHING	PRACTICAL EXPERIENCE GAPS DUE TO DISRUPTION TO TEACHING	ANXIETY ABOUT BEING PHYSICALLY PRESENT DUE TO COVID19	STUDENTS SUFFERING FROM IMPOSTER SYNDROME	COMMUNICATION CHALLENGES DUE TO LARGE ONLINE CLASSES	ENGAGEMENT ISSUES DUE TO ONLINE FATIGUE	ENGAGEMENT ISSUES DUE TO INCREASE IN INDEPENDENT STUDY WITHOUT IN-PERSON SUPPORT	'GRADE INFLATION' OF INCOMING STUDENTS
New incoming undergraduate students	18.67% 14	4.00% 3	9.33% 7	4.00% 3	10.67% 8	14.67% 11	8.00% 6	12.00% 9
Returning undergraduate students	10.96% 8	9.59% 7	9.59% 7	1.37% 1	5.48% 4	35.62% 26	4.11% 3	5.48% 4
New incoming postgraduate students	7.69% 5	13.85% 9	9.23% 6	3.08% 2	6.15% 4	20.00% 13	9.23% 6	3.08% 2

Q9 9. University approach or strategy to manage the upcoming academic year(Please select one response for each approach)

Answered: 80 Skipped: 2

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- Covid19 safety on campus information
- Plan for ongoing disruption/lockdown
- Technical support for students for online learning(Wi-Fi, specialist software etc.)
- Technical support for staff for online learning(Wi-Fi, specialist software etc.)
- Flexible assessment approach
- Mental health support for students
- Mental health support for staff
- Ongoing extenuating circumstance policy
- Approach to NSS in 2022

Supporting transitions in September 2021/22

	COVID19 SAFETY ON CAMPUS INFORMATION	PLAN FOR ONGOING DISRUPTION/LOCKDOWN	TECHNICAL SUPPORT FOR STUDENTS FOR ONLINE LEARNING(WI-FI, SPECIALIST SOFTWARE ETC.)	TECHNICAL SUPPORT FOR STAFF FOR ONLINE LEARNING(WI-FI, SPECIALIST SOFTWARE ETC.)	FLEXIBLE ASSESSMENT APPROACH	MENTAL HEALTH SUPPORT FOR STUDENTS	MENTAL HEALTH SUPPORT FOR STAFF	ONGOING EXTENUAT CIRCUMST POLICY
Clearly thought-through	61.67% 37	18.33% 11	25.00% 15	26.67% 16	28.33% 17	33.33% 20	15.00% 9	3
Sufficient	32.88% 24	42.47% 31	43.84% 32	46.58% 34	52.05% 38	45.21% 33	32.88% 24	3
Insufficient	26.32% 15	49.12% 28	42.11% 24	33.33% 19	29.82% 17	35.09% 20	63.16% 36	2

**Q10 10. What opportunities do you perceive as having come out of Covid19 pandemic that could create lasting change in higher education?
(Please state what and why)**

Answered: 53 Skipped: 29

#	RESPONSES	DATE
1	staff use of technology to improve their teaching and administration duties	9/13/2021 12:16 PM
2	THE NEED TO UNDERSTAND THE ROLE OF COMPASSION - CORRECTLY DEFINED/NOT AS AN EMOTION IN ITSELF, AND THEREFORE HOW TO OPERATIONALISE IT, FROM ITS VITAL ROLE IN AUTHENTIC CURRICULUM AND IN SENIOR LEADERSHIP DECISION MAKING. Covid has now made this as clear a direction to follow the science into, as daylight.	9/13/2021 10:27 AM
3	The need to be flexible to meet student's needs if they cannot physically come onto campus - not just due to the pandemic but also their personal lives e.g. caring/school runs.	9/13/2021 9:22 AM
4	The promotion and confidence to provide flipped learning and blended learning, utilising both online and face to face teaching activities.	9/13/2021 9:00 AM
5	Increased uptake of technology WHERE THIS IS BENEFICIAL. Increased flexibility.	9/13/2021 8:11 AM
6	Even though I've mentioned online fatigue _ Microsoft Teams has changed the way of working for HE and other stakeholders	9/12/2021 8:44 PM
7	Flexibility of Teaching and assessment Working from home more - great for working parents	9/12/2021 8:02 PM
8	Has shown us what is possible and accelerated changes that were being made very slowly. Approaches that have proven successful during n emergency shift to online learning can be refined moving forwards	9/12/2021 7:43 PM
9	-Appreciation of the roles that professional services staff play (especially educational developers and digital elearning staff) - assessment options better reflect good practice, authenticity and reduction of stuffing - upskilling of all teaching staff (even dinosaurs)	9/12/2021 6:35 PM
10	Maximising the benefits of digital technology for learning, more flexible working for all staff	9/12/2021 6:32 PM
11	(i) Demonstration that many of the administrative tasks and meetings can be undertaken at least as well online. (ii) The potential for online collaborative working has been seen, but there are challenges with ensuring consistent levels of student engagement etc.	9/12/2021 6:29 PM
12	Recognition that home working works and that some activities are best online	9/12/2021 6:28 PM
13	Movement away from time constrained closed book exams. Flexibility of working practices for professional services staff.	9/12/2021 6:18 PM
14	The opportunity to use technology to enhance teaching and learning as a support to a in person delivery.	9/12/2021 10:37 AM
15	Flexible learning, hybrid approach of in-person online, finally other staff I work with opened their eyes for blended learning (I always felt like one man in an Island), a huge investment (from the university) in IT, applications (LTI compatible with Canvas), increase of LTDS/TEL staff to support academic staff, increase in the offer of training in TEL (in my institution), the surge of online conferences (that cost less to be organised and cost less for participants as well), online training allowing CPD, online conferences/seminars/events that allow global interaction and greater participation, flexible/blended modes of work, the benefits of working from home to me were uncountable.	9/12/2021 9:42 AM
16	Blended learning is seen as more viable. Previously, it was only accepted by those courses that were designed to be taught online.	9/11/2021 12:25 PM
17	I think we have the opportunity to adapt the blended approaches we were forced to create on our feet into quality and flexible pedagogies that can suit a variety of needs and support both staff and students moving forward. I also think there's an opportunity to put students health and wellbeing at the forefront now that so many will have found isolation challenging.	9/10/2021 4:21 PM
18	Conversations re involving student choice in delivery / assessment of modules have commenced. In fact there has possible been more programme team conversations re assessment and hopefully we can keep that going to ensure a more PFA strategy.	9/10/2021 3:21 PM
19	opportunity - increased diversity in how material is taught why - colleagues have been forced to diversify how they teach, and are increasingly finding it wasn't all bad; students now have more experience in different formats and won't automatically accept a return to pre-covid ways i think	9/10/2021 10:18 AM
20	Lecture recording agnostics have nowhere to hide now.	9/10/2021 10:07 AM
21	A move away from traditional lecturing style to a more interactive and flexibly delivered approach. The requirement to use of technology for both delivery and assessment necessitated by the last 18 months has up-skilled staff with the potential for a sustained improvement over the coming academic year.	9/10/2021 9:24 AM
22	It has forced us to learn and use technology! I think online lectures have been a positive outcome from the pandemic.	9/10/2021 9:20 AM
23	Mental health and burn out	9/10/2021 9:00 AM
24	Development of blended courses that emphasise a more active and engaged classroom session (online or physical).	9/10/2021 8:46 AM
25	Blended/hybrid delivery methods, use of additional online tools to complement existing traditional delivery methods	9/10/2021 8:34 AM
26	Forced upskilling of staff, opportunities to build on resources created as a result of the pandemic, more flexible approaches to teaching and assessment	9/10/2021 8:30 AM
27	Blended learning will just be the norm now. Now we just need to make good blended learning and design the norm	9/10/2021 8:25 AM
28	Better digital skills. Sad that we seem to be going back to all things 2019!	9/10/2021 8:23 AM

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29	Increased awareness of the value of online learning.	9/10/2021 8:07 AM
30	More flexible online learning	9/7/2021 5:00 PM
31	Moving away from lecture theatre style delivery to more interactive sessions, having the opportunity to develop different ways of teaching.	9/6/2021 1:07 PM
32	Increased use of digital technologies, particularly in active learning, padlet, mentimeter etc.	9/6/2021 1:00 PM
33	The pandemic has both highlighted the incredible adaptability and innovation within the sector, and the rigidity and inequalities that plague it. Whilst staff have often been flexible in adapting their teaching - using the pandemic as an opportunity to innovate and to try new methodologies and pedagogical practice - the gap between what staff & students want from their courses and what universities and UK government require to be delivered in order to tick boxes and meet targets has, I think, widened. University management - and the UK government - seem to see innovative or 'blended' approaches as an opportunity to cut costs and reduce frontline services and support to both staff and students - and the pandemic as an opportunity to cut some courses entirely - something neither staff nor students want. Alternatively, they see the return to campus as back to 'business as usual', without taking time to think about what the pandemic has highlighted or what changes can be enacted as a result. Whilst universities already do a lot of things well, some innovation is required - we need to think more about not only what we deliver but also how we deliver it and whether that method of delivery is right for our students (and for us as staff). But this needs to account for inequalities such as a lack of suitable technology, poor home working environments, or poor internet connections - as well as on the fact that students are individuals and no one size fits all. We also need to focus on staff and on recognising that they are the most valuable asset of the university. Endless reorganisations, academic precarity, and multiple edicts from on high sap staff confidence - and yet despite all this the majority of staff we able to deliver their courses during the pandemic. Which suggests, to me anyway, that universities should start valuing them and their experience a little more?	9/6/2021 12:53 PM
34	Positive attitudes towards flipped classrooms and more engaging live sessions.	9/6/2021 11:08 AM
35	Online one to one academic adviser meetings - scheduled and as needed.	9/6/2021 10:47 AM
36	Blended approach to teaching, benefits for staff and students in lowering the carbon footprint and improving overall work/life balance due to flexibility	9/6/2021 10:08 AM
37	The anxiety levels of students, and staff for Covid and other transmissible diseases. The blended approach to learning, which does allow staff from other areas to come to Lincoln (international staff) with more flexibility. However the fatigues the students feel online is evident.	9/6/2021 9:52 AM
38	Where it has been done well, online teaching and learning support has been valuable and appreciated, and I hope aspects will be kept.	9/6/2021 9:42 AM
39	Promoting and using good practices for asynchronous learning which engage and challenge students while allowing them opportunities for a more flexible style of learning.	9/6/2021 9:04 AM
40	The greater use of digital technologies in teaching/learning and the more innovative ways there are being used (even by staff who were initially sceptical).	9/4/2021 12:08 PM
41	Academics more widely recognizing the importance of carefully designed and thought though pedagogical and delivery approaches	9/4/2021 2:01 AM
42	Personally, I think we can challenge the structure of assessments, e.g. narrated PowerPoint presentations in lieu of presentations. However, my institution does not encourage change. I'm concerned that we are over-accommodating the students (spoon-feeding) rather than supporting them to become independent learners. During the pandemic, spoon-feeding went into overdrive, and I think this will become the norm, rather than capitalising on the opportunity to make them more independent.	9/3/2021 7:04 PM
43	The use of technology and digital learning	9/3/2021 5:43 PM
44	I had hoped that it would change the creeping bureaucracy and micromanagement of the neoliberal university by forcing us to re-evaluate what's important, but it's already clear that this year will be worse than the last in that respect, not better.	9/3/2021 5:10 PM
45	The power of online learning to transform pedagogy and engagement	9/3/2021 4:33 PM
46	Development of more online teaching skills such as using Teams and Blackboard Collaborate for teaching sessions. Awareness of the benefits for a more hybrid approach in terms of offering in-person and online options.	9/3/2021 4:32 PM
47	Allowed us to rethink how we teach and put into practice a different way of teaching. We adopted the blended approach and will continue to do so in the future.	9/3/2021 4:20 PM
48	Acceptance of remote being a valuable part of learning and the way we do business	9/3/2021 4:16 PM
49	Accelerated digital teaching and learning by at least 10 years Forced HEI to engage with technologies	9/3/2021 4:09 PM
50	Greater availability of, and familiarity with, technology for remote learning as it has been used by almost every student and staff member. This allows us to be more adventurous in developing pedagogic practice for future use. But there are also potential problems where students have used bespoke or high maintenance systems for small meetings that we can't replicate at scale. I hope the sector and society will also be more willing to embrace open learning, seeing the limitations of A levels and the advantages of studying close to home or flexibly	9/3/2021 4:06 PM
51	Improved flexibility for home working	9/3/2021 4:03 PM
52	The need to re-imagine assessment and online interactions during lockdown and campus closures has the potential to fuel more diverse, learning-oriented, flexible and authentic approaches to assessment and to facilitating students' learning in more flexible and personalised ways.	9/3/2021 4:02 PM
53	Inclusion	9/3/2021 3:58 PM