**Report on Post - Pandemic Low Student Engagement**

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# Introduction

Within the university and the sector, there is a widespread perception that student engagement with academic studies, activities, events, and social opportunities has significantly decreased during this academic year. This report outlines information we have gathered on the extent of this lack of student engagement, the experience of the sector, suggested remedies, and some proposals for what we might do within UHI.

At the time of writing, the conflict in Ukraine has just commenced and any impact on the student body in relation to anxiety, mental health, and possible engagement are unknown.

# Executive summary

In relation to the recent trend of lack of student engagement, we may note:

* There is a widespread view within the sector that students are not engaging to the same extent as prior to the pandemic.
* Much discussion has taken place about the unique demands of studying under lockdown. However, there is less information about post pandemic student engagement.
* **Academic student engagement does not appear to have been negatively affected by the pandemic at UHI, with most statistical measures showing continued healthy levels of engagement.**
* However, while student success seems to have remained strong during the pandemic, **there appears to now be a lowering of student performance this year, with lower module level performance across subject networks (refer to appendix 1)**.
* **Statistical evidence shows interest in most support services and engagement remaining as high as pre pandemic in UHI.**
* **Survey response rates at UHI, and within the sector, appear to be very susceptible to the impacts of the pandemic.**
* Social activities within the university have been negatively affected by the pandemic with less participation. However, there are signs that social activities in society in general may be recovering.
* There have been considerable changes in society. Many people place a much higher value on their personal time and may not be as interested in the same activities as pre pandemic.
* The student services and careers team are busy with student enquiries. However, often students appear to be reaching out for social contact rather than with specific support.
* It is believed that the pandemic will have long term impacts on behaviour, but it is not yet clear what the impact of this will be.
* There is some evidence that mental health and life satisfaction in general is recovering, and is now only slightly behind pre pandemic levels, which is to be expected with some effects of the pandemic (e.g. loss of loved ones, ill health) continuing to affect people. Additionally, counselling services have had an increase in students seeking to talk to someone rather than presenting with mental health difficulties.
* There is a need for us to understand what students are now interested in participating in and facilitating them within the university. Students appear to be more interested in connecting individually with others, and less in formal events.
* There is some indication that we should look beyond statistics to impact on individual students.

# Post - Pandemic Changes in Society

Changes in society should also be considered in relation to changes in student engagement as students form a part of society at large. It has been widely reported that the pandemic has changed society and human behaviour. Changes in working patterns, the ‘great resignation’, revised personal priorities, online spending, demand for housing, and others have been cited as results of the pandemic. It is likely that the massive changes in behaviour and society will indirectly impact the student population in ways beyond the obvious short-term changes such as online delivery that took place during the lockdowns.

It has been noted that pandemics affect society in different ways to other traumas and can be longer lasting [[1]](#endnote-1). Beyond the immediate changes required to control the virus, **the impact of the changes may have a long-lasting effect on individuals outlook and views on life**. What is less clear at this point is what those changes are. However, it is likely that any changes in outlook and values are likely to affect how our students interact with the university.

The effects of COVID during the height of the pandemic and lockdowns has been well documented [[2]](#endnote-2). People have been isolated from friends and family, and a strain placed on mental health. Information on how this is changing as restrictions ease (but long-term impacts of COVID remain), are only beginning to emerge. Latest statistics (February 2022) show that most people are returning to many of their normal activities, **yet there is still concern about COVID, with 52% of adults reporting they were concerned about COVID** [[3]](#endnote-3) and are changing their behaviour as a result.

Mental health is an area of great concern with much evidence showing a decline in mental health during the pandemic. However, recent statistics [[4]](#endnote-4) **suggest a return to near normality in life satisfaction**. Office of National Statistics information suggests a life satisfaction rating of 6.9 (out of ten), up from 6.8 in the previous period. Feeling that that the things done in life are worthwhile is 7.3, and happiness is rated at 6.9, again up from 6.8. While anxiety is 3.9, down from 4.2). **All these are positive trends in the area of mental health, and not significantly different to normal times** when life satisfaction measures tend to be around 7.5 or 7.6 [[5]](#endnote-5).

However we must remember that student communities tend to be younger, and while society as a whole may recover faster from COVID, it appears that young people have been affected to a greater extent and may have longer lasting impacts [[6]](#endnote-6). Young people (defined as 16-24), are likely not to not yet have long term relationships, accommodation, or employment. They were generally the most affected by lockdowns as they generally had the least personal space, were most likely to loose and change employment, and were least likely to have already formed their long term relationships. As such the uncertainty and change brought about by the pandemic has resulted in **a generation of young people with a more unsettled and pessimistic view of the future**. As a direct comparison when asked whether worried about the future, three quarters of young people said they were, while only a quarter of over 60’s reported the same [[7]](#endnote-7), although it should be noted that pre pandemic statistics are not provided for comparison so this may be a normal trend between the ages. This will likely affect the student population to a greater extent than large society.

The pandemic has also changed norms in ways that can have long lasting benefits. It is increasingly noted that **the growth in digital content has opened up opportunities for people with a range of disabilities for whom physical events may be more challenging**. It has been noted that remote / home working can offer advantages for the disabled [[8]](#endnote-8) Widespread adoption of online or hybrid options for meetings and events can also result in a more level experience and level of participation for those who find virtual attendance easier [[9]](#endnote-9). This can also have an impact on social life and social activities [[10]](#endnote-10)

# Student Engagement in the Sector

There are significant challenges to forming conclusions regarding student engagement across the sector. Much that has been written addresses the challenges of learning during lockdown, with comparatively little about post – pandemic changes. There are also significant differences in the quality of online learning, much of which was hurriedly constructed within weeks to suddenly move courses online, and therefore is unlikely to represent best practice. The perceptions of students on such courses are likely not to be so favourable to the online experience they suddenly encountered. It is also the case that for many institutions measures of engagement are not sophisticated enough to take account of different methods of engagement. Yet concerns about lack of student engagement are common, and **recent events or communications with colleagues in the sector will usually feature discussion surrounding lack of student engagement with academic studies**.

A study of STEM students during pandemic remote learning [[11]](#endnote-11) found that student engagement declined, but not to the extent or in the ways that may be imagined. STEM subjects are among the most practical in higher education, are usually taught on campus, and were hurriedly moved online, with little preparation. However, the study found that **overall behavioural engagement (by which the authors mean participation in academic or social activities) did not change**. Students participated less frequently in class discussions but met more often with their lecturers. Similarly other areas of such engagement remained the same overall, even if students changed how they engaged with such activities.

More negatively was what the study found in relation to what they called ‘cognitive engagement’ – the student’s ability to comprehend new ideas and master intellectually challenging skills; and ‘emotional engagement’ by which they mean emotional reactions, both positive and negative, to peers, instructors, and self. **Cognitive engagement did not increase during the semester, as it would be expected**. **Emotional engagement also displayed mixed results with students having a more negative view of science but placing higher value on their course.**

Despite the challenges these students faced, it may be noted that most measures of engagement showed very little change during the period they were studying during lockdown. **Self-efficacy and sense of belonging remained the same or had negligible difference**.

**The sector as a whole had little preparation for the move to online delivery. As such courses were not as well – prepared and delivered as those that have always used a blended approach (as is often the case at UHI). It is therefore difficult to form conclusions with other HEIs.**

# Student Engagement at UHI

Statistics on the use of various university services have been gathered to determine if there has been a change in engagement since prior to the pandemic. **Most measures show that students continue to engage with the university to the same, or a higher, level as prior to the pandemic.**

### Student Services Team – Careers, Support and Counselling services.

The Student Services Team have noticed an increase in the use of our services for individual support – appointments with careers advisors and counsellors. In both cases, some of this increase has possibly been a desire by students to reach out to someone else and make a personal connection. Overall, there are signs that students are seeking to make or maintain personal connections, while there is a decrease in interest in events, perhaps due to the increased volume of opportunities available now.

### Red Button Feedback Service

**The red button** has overall remained as busy as in the past. During the last quarter (November to January) overall use was down. Quarter two last year (2020-21, during lockdown) saw a total of 70 enquiries received, while the same time this year saw only 46. However, quarter one this year had a total of 109 enquiries, while last year at the same time we had 74. Comparing this year with previous pre – pandemic first semesters we see that this year’s engagement with the red button during quarter one and two is overall not significantly different to previous years, as shown in the chart below:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Quarter 1 – August to October | 20 | 75 | 45 | 57 | 82 | 80 | 73 | 109 |
| Quarter 2 – November to January | 42 | 44 | 74 | 53 | 79 | 51 | 70 | 46 |
| Total (semester 1) | 62 | 119 | 119 | 110 | 161 | 131 | 143 | 155 |

### HISA Annual Conference

**HISA Con** noted a reduction in registrations this year, with a total of 150 people registered, and fewer motions submitted. Last year which took place during full lockdown had a total of 201 attendees registered and a much higher number of motions submitted. Many sessions also appeared to have a lower number of those booking attending in comparison to last year. With HISA Con swapped from a hybrid to an entirely online event at short notice, it could be that the resulting late publication of the agenda (on the week of the conference) resulted in fewer students booking or attending sessions. Prior to the pandemic the last in person conference attracted 98 attendees, which was the highest until that date.

### Library Service Use

Use of the library service can be estimated through several key indicators, which together show that student engagement with this aspect of the learning experience has remained strong with substantial increases in use in some areas. Some detailed library statistics are listed here as they represent a significant aspect of student academic engagement.

**Online Journals and ebooks.**

* Journal usage: In the year from August 2019 to July 2020 a total of 349,179 articles were accessed. In comparison August 2020 to July 2021 had a total of 442,027 articles accessed.
* EBook usage: In the year from August 2019 to July 2021 a total of 251,049 eBook ‘chapters’ were accessed. Between August 2020 and July 2021 a total of 332,426 ebook chapters were accessed.

Other e-resource collections accessed through the library service had the following usage:

* Historic: 2019/2020: 1117 accesses; 2020/21: 956 accesses
* Geology: 2019/20: 783 accesses ; 2020/21: 888 accesses
* Marine: 2019/20: 427 accesses ; 2020/21: 499 accesses
* Ordnance Survey: 2019 / 20: 5199 accesses; 2020/21: 5783 accesses

**Libguides**

Libguides includes a variety of guides about the AP library service, electronic resources, subject support, referencing and copyright issues. There are also instructional videos introducing users to the main services and systems used by the library.

The A-Z Collections list provides access to over 300 collections of articles, journals, newspapers, maps etc. It is mainly subscribed content along with some freely available/open access material. \

|  |  |  |
| --- | --- | --- |
|  | **Libguides** | **Libguides A-Z Collection/Databases** |
| 2021-2022 YTD | 107,052 | 7,831 |
| 2020-2021 | 201,654 | 13,442 |
| 2019-2020 | 187,641 | 15,386 |
| 2018-2019 | 190,186 | 16,618 |
| 2017-2018 | 112,519 | 18,690 |
| 2016-2017 | 30,504 | 20,940 |

**Talis Aspire – Reading Lists**

Talis Aspire launched in December 2018 and usage has increased significantly each year. This may explain the decline is users accessing the A-Z collections list. Much of the Talis traffic is via the Brightspace integration. Initially for degree level modules, the service now includes HN and FE list where available. List editing by academics has increased usage, as may lists now allocate weekly and further reading throughout the semester.

|  |  |  |
| --- | --- | --- |
|  | **Sessions** | **Pageviews** |
| 2021-2022 YTD | 100,787 | 197,453 |
| 2020-2021 | 134,813 | 277,421 |
| 2019-2020 | 99,651 | 213,874 |
| 2018-2019\* | 28,039 | 82,008 |

\*Talis Aspire went live in the middle of the 2018-19 academic year, replacing our previous reading list system KeyLinks.

**Library Chat**

Library chat launched in Summer 2020 initially on the Bomgar LIS platform before moving to the LibAnswers platform in Summer 2021.

|  |  |
| --- | --- |
|  | **Chat queries handled** |
| 2021-2022 YTD (LibAnswers) | 944 |
| 2020-2021 (Bomgar) | 672 |

User satisfaction for 2021-2022 is 96.25%.

**Library Print Circulation - Sierra**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Checkouts | Returns  | Renewals |
| 2021-2022 YTD | 11,648 | 8,698 | 13,134 |
| 2020-2021 | 9,113 | 13,832 | 16,027 |
| 2019-2020 | 42,407 | 36,317 | 24,235 |
| 2018-2019 | 50,829 | 49,619 | 35,598 |
| 2017-2018 | 44,310 | 42,643 | 31,457 |

Since March 2020, library circulation has been significantly affected by Covid which saw the partner libraries close for extended periods of time. The library service adjusted by providing postal loans, although this depended on the AP librarians having access to the book stock.

These statistics would appear to show that use of this aspect of the learning experience continued, while a substantial increase in Journals and EBooks would suggest that these resources covered for lower availability of print resources with lockdowns and closures. **Data from the library service would appear to suggest that there was no general disengagement with the learning experience at UHI because of the pandemic.**

### Student Portal - MyDay

**MyDay** is the university’s online portal.This is an online platform providing access to most university services. It is therefore a **useful measure of engagement with most university services.**

Prior to the COVID pandemic, use of MyDay in early 2020 was around 3500 different users each day, each spending around 17 minutes on the portal. This figure represents the amount of time that students have the portal open over the course of a day. Collectively they used around 6000 tiles each day. In contrast, current data for February 2022 shows that the number of different users each day, and their use of portal services has remained consistent. However, the amount of time spent on MyDay has increased from 17 minutes to over 230 minutes. It is thought that this is a reflection of more learning time being spent online.

We can also gather information on the type of topics of interest to students through an analysis of the buttons, and banners / news stories of interest to students.

In terms of topics of interest there were no clear patterns with academic, support and social news all appearing to be equally popular, depending on the individual story being promoted. In a weekly analysis in 2020 the most popular news stories and banners were Weekly Jobs list (947 views), and New Mental Health Strategy (628 views). Least popular were HISA Inverness Mental Health Support (22 views) and Free Software (32 views).

In contrast, the latest data from February 2022, shows that usage has increased. The lowest news stories/ banners were Introducing Multi-Factor Authentication (190), Healthy Body, Healthy Mind Competition (190 views), and Careers SGF (90 views). Most popular were How to fix the MyDay tile (1582 views), Discounted Laptops (1202), and Weekly Jobs List (922 views). News stories were therefore busier, and there were no differences to the type of topics that students were interested in.

**MyDay data indicates that students remain as engaged with their learning and support services on offer from the university now as prior to the pandemic**.

### Brightspace and Class Engagement

Brightspace is the main virtual learning software. **Use of Brightspace has remained reasonably constant during the first half of the 2021-22 academic year**, averaging nine to thirteen thousand logins per day throughout the year to date. This is a similar level of engagement to pre – pandemic. Discussions with Programme Leaders and Subject Network Leaders indicates that class attendance and participation remain strong, although in some classes it is reported there has been an increase in students turning their cameras off and drop off in participation this academic year.

### Clubs and Societies

After a number of years of growth, engagement with clubs and societies reduced to a very low level during the pandemic as most were arranged as in person events, while sports clubs were entirely in person activities. Some societies that were used to meeting online continued to do so, but overall engagement disappeared.

**Post pandemic (early 2022), HISA report a steady increase in engagement and interest in re starting clubs and societies**. HISA and the Sports Development Group will continue to work to develop this area of engagement, and it would be worth continuing to monitor and support this work.

### Student Voice Reps

HISA report that there has been a reduction in the number of Student Voice Reps (SVR) this year. However, due to changes in the registration process for reps, it is not easy to make a direct comparison with previous years. Reps now self-register, which may result in a more realistic number representing those who have positively committed to the role. Prior to the new HISA – led SVR system being introduced, the process was led by academic partner staff, and coordinated by the Student Development Officer, with staff recording class reps on behalf of the rep. In 2018-19 there were around 850 reps, while this year 650 are recorded. An exit survey was run this year, with **126 reps (or 19%) completing it.**

ELIR has highlighted the need for greater oversight of the coverage of SVRs, in addition to the number of reps. This is something that Student Voice Rep Group is now supporting HISA to achieve.

### Surveys

Student engagement with surveys appears to have been impacted to a greater extent by the pandemic with more varied response rates at UHI and across the sector. NSS appears to be negatively affected to a greater extent this year, although it still has some weeks to run. PTES was also impacted by the pandemic. While our own response rate recovered last year, the sector did not return to pre pandemic levels of engagement.

National Student Survey

|  |  |  |  |
| --- | --- | --- | --- |
| 2019 | 2020 | 2021 | 2022 (first three weeks) |
| 80% | 72% | 76% | 32.45% (47.55% in 2021) |

Postgraduate Taught Experience Survey

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2019 UHI | 2019 Sector | 2020 UHI | 2020 Sector | 2021 UHI | 2021 Sector |
| 31% | 31.5% | 14% | 19.6% | 32% | 23% |

### Focus Groups

**Focus groups** require considerable student commitment. During the pandemic, the student engagement team established a COVID-19 student panel to consider changes being made as a response to the pandemic. A total of fifty student volunteered to help and were positive in their enthusiasm to take part. More recently, prior to the Christmas 2021 break, nineteen students were recruited from the halls of residence for focus groups. **Both represented a healthy level of engagement and would be in keeping with the numbers we might expect for such activities.**

### Disability Support

Student engagement with disability support overall appears to show continued disclosure and use of services. Disclosure of disability (as well as care experienced, and carer disclosures in the next section) are deemed to be an indicator of engagement as it shows students are wishing to engage with the support services that may be offered as a result of their disclosure.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| FE enrolment count | 32778 | 34517 | 27578 | 22407 |
| FE ‘known disability’ count | 5654 | 6464 | 6149 | 5444 |
| **FE ‘known disability’ %** | **17.2%** | **18.7%** | **22.3%** | **24.3%** |
| HE enrolment count | 10101 | 10412 | 10710 | 11732 |
| HE ‘known disability’ count | 2124 | 2418 | 3014 | 3723 |
| **HE ‘known disability’ %** | **21.0%** | **23.2%** | **28.1%** | **31.7%** |
| Overall enrolment count | 42879 | 44929 | 38288 | 34139 |
| Overall ‘known disability’ count | 7778 | 8882 | 9163 | 9167 |
| **Overall ‘known disability’ %** | **18.1%** | **19.8%** | **23.9%** | **26.9%** |

Table 1: Disclosures of a known disability as a percentage of enrolments, by level and academic year.

* Interesting to see the growth in HE students with a known disability in 20-21 (e.g., this will include mental health).
* The disclosure rate evens out when absorbed into the overall known disability percentage.

Figure 1: PLSPs completed in UHI Records, by level and academic year (provisional data in brackets). Excludes offline PLSPs

* This data is a conservative indication, for technical reasons.
* Growth in PLSP numbers as expected and this trend looks to be continuing in AY 21/22 – reflects an increase in student numbers and the uptake of UHI Records by APs. Looking at PLSP numbers by AP shows increases in caseloads/workloads.
* Good to see that these processes are fit for purpose (e.g., despite COVID and other factors). Slight drop in 20/21 not a concern but possibly due to cyber incident (i.e., requiring PLSPs to be completed outside of UHI Records for a short time).

Figure 2: DSA assessments quality assured internally (new needs assessments only). Provisional data in brackets. DSA open to HE students only.

* Data for 2021/22 is year to date (year runs from 1st April until 31st March).
* DSA processes are fit for purpose (e.g., many needs assessments are completed online in any case, and we have expertise in this collectively).
* We have managed a growth in students being referred for a DSA needs assessment and have seen an increase in the number of AP staff currently engaged as trainee DSA assessors. This will enable us to increase our internal assessment capacity going forward.
* Data for the last two years will likely be revised upwards once verified.

### Student Carer and Care-Experienced Disclosure

Student disclosure of care-experience and student as carers show opposite trends, but no overall trend as a result of the pandemic. As with disability, care experienced and carer disclosure is taken to reflect a desire by the student to engage with support services that may be offered as a result of their notification.

|  |
| --- |
| **No of care-experienced students enrolled** |
| **Academic Year** | **FE** | **HE** | **Total** |
| 2017/18 | 477 | 90 | 567 |
| 2018/19  | 596 | 101 | 697 |
| 2019/20  | 653 | 117 | 770 |
| 2020/21   | 589 | 113 | 702 |

|  |
| --- |
| **No of student carers declared at enrolment**  |
| **Academic Year**  | **FE**  | **HE**  | **Total**  |
| 2017/18  | 869 | 661 | 1530 |
| 2918/19  | 903 | 682 | 1585 |
| 2019/20  | 656 | 708 | 1364 |
| 2020/21  | 549 | 801 | 1350 |

### Overall Student Engagement with University Life

Overall, student engagement with the life of the university has not diminished beyond activities that were not possible to continue during lockdowns and COVID regulations. Those that have tend to be social activities, and further research is required to understand the needs and desires of students in this area post COVID.

# Sectoral Suggestions for Future Student Engagement

Studies consistently note that student engagement, and specifically student to student, and student to lecturer communication are very important contributors to success and retention [[12]](#endnote-12). However, these interactions were more difficult during lockdown. While learning was replicated in the online space, it was more difficult to build social engagement as students tended to learn at times convenient to themselves (which can also be a positive to some students). It is noted that future hybrid models of learning should include opportunities for students to interact with each other and staff within the online learning model. While it may seem obvious within UHI, video was important in addition to audio in order to make people feel part of a group. Essentially **it is important to ensure that students have opportunities to participate in peer – supported learning, be that seminars, group discussion, smaller break out rooms, question times, or similar**. These initiatives can form an important part of building communities virtually.

It is also noted that social support and personal resilience are important factors in ensuring student study engagement [[13]](#endnote-13). It is important that the institution provides opportunities for social support, both formal and informal. They may be digital or hybrid. **Social support systems need not be entirely within the university, connections within the community are equally valid, but social support of some type is very important**. It is also important that institutions build and develop student’s self-awareness and self-care.

While the higher education sector has long considered employability and student development, the pandemic has highlighted that students as individuals must each have the skills to practice adaptability in their own lives [[14]](#endnote-14). By developing their resilience, students can maintain and even build their positive academic emotions despite challenging circumstances.

# Reflections on Post - Pandemic UHI Student Engagement

Within the university community, there is a general digital fatigue, coupled with continued concern about face-to-face events. As life becomes more balanced and not entirely online, this should resolve itself. However, while the university, as with most institutions, evolves slowly over time, the changes brought about by the pandemic have suddenly changed the values of society, and probably also our student community. Some business leaders suggest people are as interested in value for time as money [[15]](#endnote-15). There has been a break in usual activities and students will selectively choose which ones they wish to take up again. Many are more conscious of the value of their own time, are placing a greater value on their close relationships and are more selective in what they spend time on.

**Student engagement with our academic activities, and use of some support services, remains strong. It is important that we determine what students would like us to deliver in terms of engagement, and that it is done in a way that suits the student body.**

# Conclusion and Possible Remedies

The following considerations may assist as we seek to rebuild student engagement within UHI:

* **Student engagement with academic and learning opportunities remains strong at UHI**. When considering future engagement this should be seen as a strength and an indicator of where our emphasis may yield greatest results.
* Greater **consideration of social networks and extra-curricular activities within classes will assist student engagement**. It is important that there are engaging methods of students connecting with others in their classes. This is a frequent request through the NSS and PTES.
* **Academic staff could be supported to run events to assist students in getting to know each other** [[16]](#endnote-16). Perhaps innovative methods of including students from across the network could be found.
* **Student communication is fragmented and spread thin**. Students perceive that there are too many sources of information and lack of clarity of which communications channels are used for various messages.
* **Students appear to be placing a higher value on social networks outside of university** – family and friends. This may have an impact on demand for more social activities within the university.
* **There is a greater value placed on personal time and making a difference [[17]](#endnote-17).** The pandemic has changed values, and students are more selective regarding the activities they wish to spend time on.
* **The student engagement team should consider how we can best meet student needs now.**
* **Digital or hybrid working, and events can ‘level the playing field’ for people with disabilities.** Continued use of suchmay represent one of the most significant contributions to opening opportunities for our students with disabilities.

Kevin Sinclair, Student Engagement Manager

March 2022

# Appendix 1: Student Attainment

While not strictly a measure of engagement, student attainment is generally regarded as a reason why good student engagement is desired. The table below shows the combined pass rate for all modules during the academic year shown in comparison to the average for the past three years. The chart for 2020/21 (during the height of the pandemic) shows only a very small negative variation from the three-year average. However, the current academic year shows a more significant lower pass rates for semester one. Further research would be required to attempt to determine why this might be.





1. [Our post-pandemic world and what’s likely to hang round – Harvard Gazette](https://news.harvard.edu/gazette/story/2020/11/our-post-pandemic-world-and-whats-likely-to-hang-round/) [↑](#endnote-ref-1)
2. [Coronavirus and the social impacts on Great Britain - Office for National Statistics (ons.gov.uk)](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/healthandwellbeing/bulletins/coronavirusandthesocialimpactsongreatbritain/7may2020#how-relationships-are-changing-and-community-support-networks) [↑](#endnote-ref-2)
3. [Coronavirus and the social impacts on Great Britain - Office for National Statistics (ons.gov.uk)](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/healthandwellbeing/bulletins/coronavirusandthesocialimpactsongreatbritain/4february2022#social-impacts-of-coronavirus-covid-19) [↑](#endnote-ref-3)
4. [Coronavirus and the social impacts on Great Britain - Office for National Statistics (ons.gov.uk)](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/healthandwellbeing/bulletins/coronavirusandthesocialimpactsongreatbritain/4february2022#personal-well-being) [↑](#endnote-ref-4)
5. [Measuring National Well-being: Life Satisfaction - Office for National Statistics (ons.gov.uk)](https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/measuringnationalwellbeinglifesatisfaction) [↑](#endnote-ref-5)
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