

Covid Survey Analysis

05/10/2020

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Summary

This survey was made available to all students of St Andrews University from 9am on Friday, 25th September, to 5pm Wednesday, 30 September 2020. A total of 5049 students filled in the survey which represents well over half of the student population. The most noticeable feature of the data is how dispersed the answers are. On the question whether the University's approach to reintroducing in-person teaching has the right speed, as many students think that the speed is just right (18.97%) as think that the speed is either much too slow (5.41%) or much too fast 12.76%.

There are some differences in responses when looking at subgroups, although the feature of quite dispersed opinions remains throughout all year groups and schools. For example, first-year and PGT students favor a faster approach compared to undergraduates in years 2 to 5, PGR students prefer an even slower approach.

Student who have already had in-person teaching mostly felt safe and were happier with the communication by the University than those who haven't had in-person teaching yet. Students who weren't satisfied with the communication favoured a slower approach than those who were happy with the communication.

There was a high response rate to the 5 free text questions in the survey. Many students mentioned wanting more specific information detailing exactly how in-person teaching would work. They also stated their frustration that they felt like they were being blamed for rising case numbers. Many felt like the measures and

restrictions taken so far were unfair and inconsistent. Students also mentioned that the Students' Association should provide more safe ways to socialise, both online and offline, and should continue to engage with the student body's view, for example through further surveys. The importance of providing mental health support was mentioned by many, as was wanting full transparency and honesty in all communication and further steps that the University is planning.

Introduction

This survey was given to all students of St Andrews University to gain an understanding about how students felt about the reintroduction of in-person teaching as currently planned by the University. The survey was well received and was filled in by 5049 students. In this report, the results of the survey are summarised. We compared subgroups of the student population and looked at how having already had in-person teaching impacted students' opinions. A selection of free text answers from the survey is also given. This report was written by Fanny Empacher (PhD student in the school of Mathematics and Statistics). Dan Marshall (Students' Association President) provided the survey description.

Survey Description

Data for this survey was collected through a Microsoft Form accessible only through a St Andrews login. Participants email addresses and other identifiers were not collected and participants were only able to fill in the survey once. The survey was open to responses from 9am on Friday, 25th September, to 5pm on Wednesday, 30 September 2020. Publicity for the survey took place in two dedicated all-student emails on Friday 25th and Wednesday 30th, the all-student sabbatical newsletter on Monday 28th and various posts on Students' Association social media pages. The survey was also distributed by School Presidents in every school. A limiting factor on the quality of data collected is that students were only able to identify their "main area of study". Many students study modules in different schools but it was felt that to capture this would be too complex.

Questions

The following questions were asked:

1. What is your year of study?
2. What is your main area of study?
3. Where are you currently residing? (Outside St Andrews (Commuting) ,Outside St Andrews (Remote Study), St Andrews)
4. When do you plan on returning to St Andrews? (October, November, December, January, Hope to study remotely for Semester 2, Unsure)

Question 5 was prefaced with the following text:

The University has opted to take the following phased approach to the reintroduction of in-person teaching. They say that this will be continually reviewed in accordance with Scottish Government guidance and keeping in mind the spread of the virus in our community.

Weeks 1 & 2: In-person teaching limited to laboratory-based classes, classes in Medicine and some classes based on practical experiential learning.

Weeks 3-5: Gradual introduction of more small group tutorials and seminars where the physical presence in a classroom is preferred to support the educational experience.

Week 7: All small group tutorials, seminars and classes smaller than 35 students in person for those students who are in St Andrews

5. How do you feel about the speed of reintroduction of in-person teaching currently planned from 1-10? (1 is much too slow, 10 is much too quickly and 5 is about right)
6. Do you think St Andrews should be offering any in-person teaching this semester in your subject? (Yes, No)
7. Do you think tutorials in your subject should be delivered exclusively online? (Yes, No)
8. Have you currently had any in-person teaching so far this semester? (Yes, No)
9. What type of class have you attended so far this semester? (Lab, Seminar, Other)
10. In the in-person teaching you have already experienced, did you feel safe? (Yes, No)
11. What are the reasons behind how safe you feel?
12. Is there anything that could be done to make you feel safer in your in-person classes?
13. Do you feel that the University have properly communicated the safety measures in place for in-person teaching to you? (Yes, No)
14. How could this communication be improved?
15. What more could the Students' Association be doing to improve your student experience and better represent you at this time?
16. What more could the University be doing to improve your student experience at this time?

Sample Size

In total, 5049 students filled out the survey. The table below shows how these students are divided between the schools and years.

Table 1: Number of students who filled out the survey by year and subject

	1st	2nd	3rd	4th	5th	PGT	PGR	Total
Art History	44	29	27	40	0	40	9	189
Biology	99	76	62	53	4	35	24	353
Chemistry	83	44	37	22	14	5	26	231
Classics	42	19	28	19	0	11	14	133
Computer Science	85	65	52	40	13	103	14	372
Divinity	12	8	6	6	0	23	24	79
Earth and Environmental Sciences	26	15	3	14	3	13	7	81
Economics and Finance	75	53	47	44	0	46	1	266
English	76	64	37	35	4	46	13	275
Film Studies	14	5	4	5	1	7	1	37
Geography and Sustainable Development	77	47	37	38	0	30	7	236
History	114	58	71	61	2	55	23	384
International Relations	125	92	98	119	0	78	21	533
Management	72	44	30	27	0	147	9	329
Mathematics and Statistics	51	61	49	47	8	24	10	250
Medicine	93	31	30	4	0	9	2	169
Modern Languages	74	50	44	41	18	24	5	256
Philosophy	39	31	24	13	0	46	22	175
Physics and Astronomy	58	44	47	52	10	4	17	232
Psychology and Neuroscience	101	73	61	55	0	23	15	328
Social Anthropology	38	16	33	25	0	7	22	141
Total	1398	925	827	760	77	776	286	5049

Students' opinions about speed of introduction of in-person teaching

In question 5, students were asked about their feelings about the speed of reintroduction of in-person teaching on a scale from 1 to 10 (1 = much too slow, 5 = about right, 10 = much too fast).

The figure below shows that the responses to this are widely dispersed. While 18.97% think that the speed is just right, almost as many, namely 18.16% answered with 1 or 10 and so are at the extreme ends of the scale. The average answer is 6.02 and the standard deviation is 2.6.

Speed is too slow (answers 1-3): 18.06%

Speed is about right (answers 4-6): 36.62%

Speed is too fast (answers 7-10): 45.32%

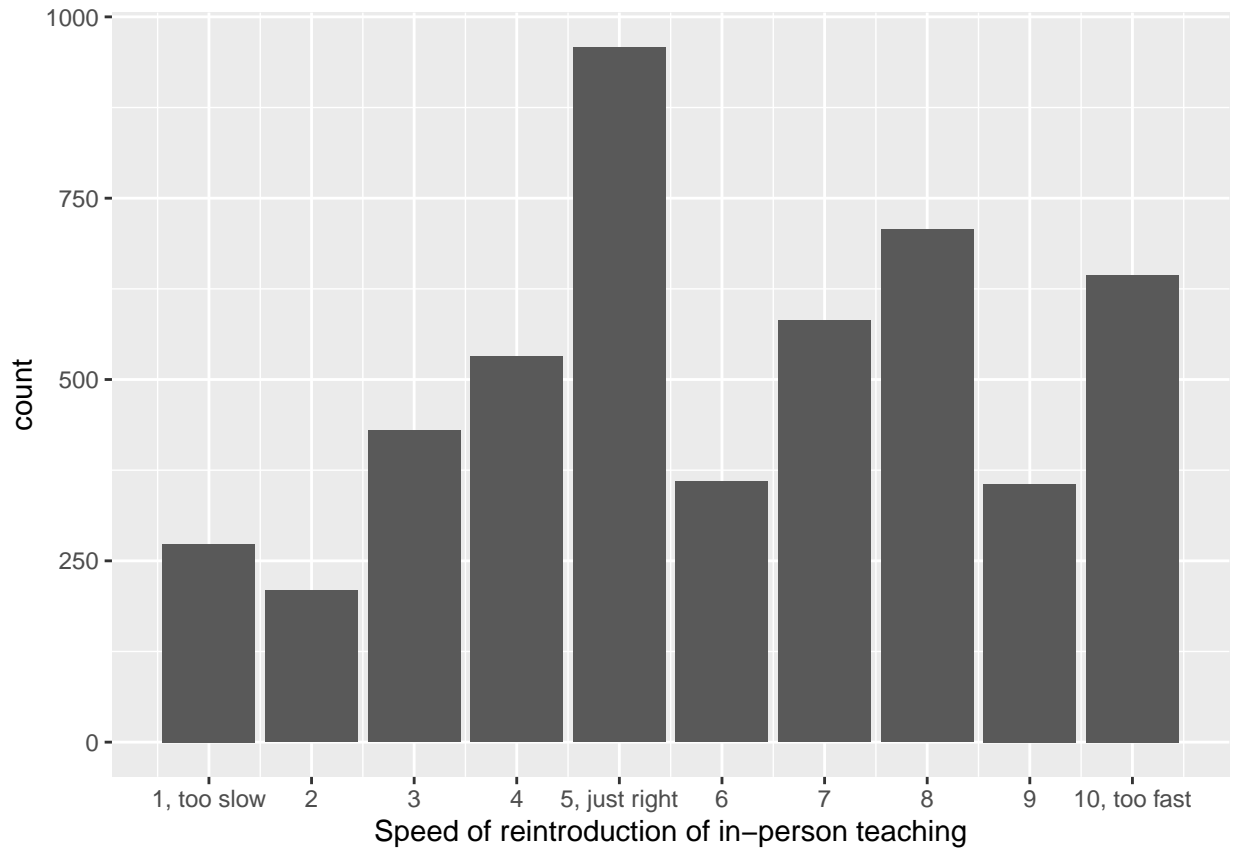


Figure 1: Students' answers to Question 5 about the speed of the reintroduction of in-person teaching

By faculty and school

It should be noted that in Question 2, students were asked for their "main area of study" and could only choose one school. This means that students who are studying in more than one school only count for the school they indicated in the survey.

There is only a slight (but statistically significant, p -value = 0.0036) difference in average opinion on Question 5 between Arts (including Divinity) and Science (including Medicine) students. Science students would on average like a slightly slower reintroduction of in-person teaching (mean = 6.14) than Arts students (mean = 5.93). The overall distribution is shown in the figure below.

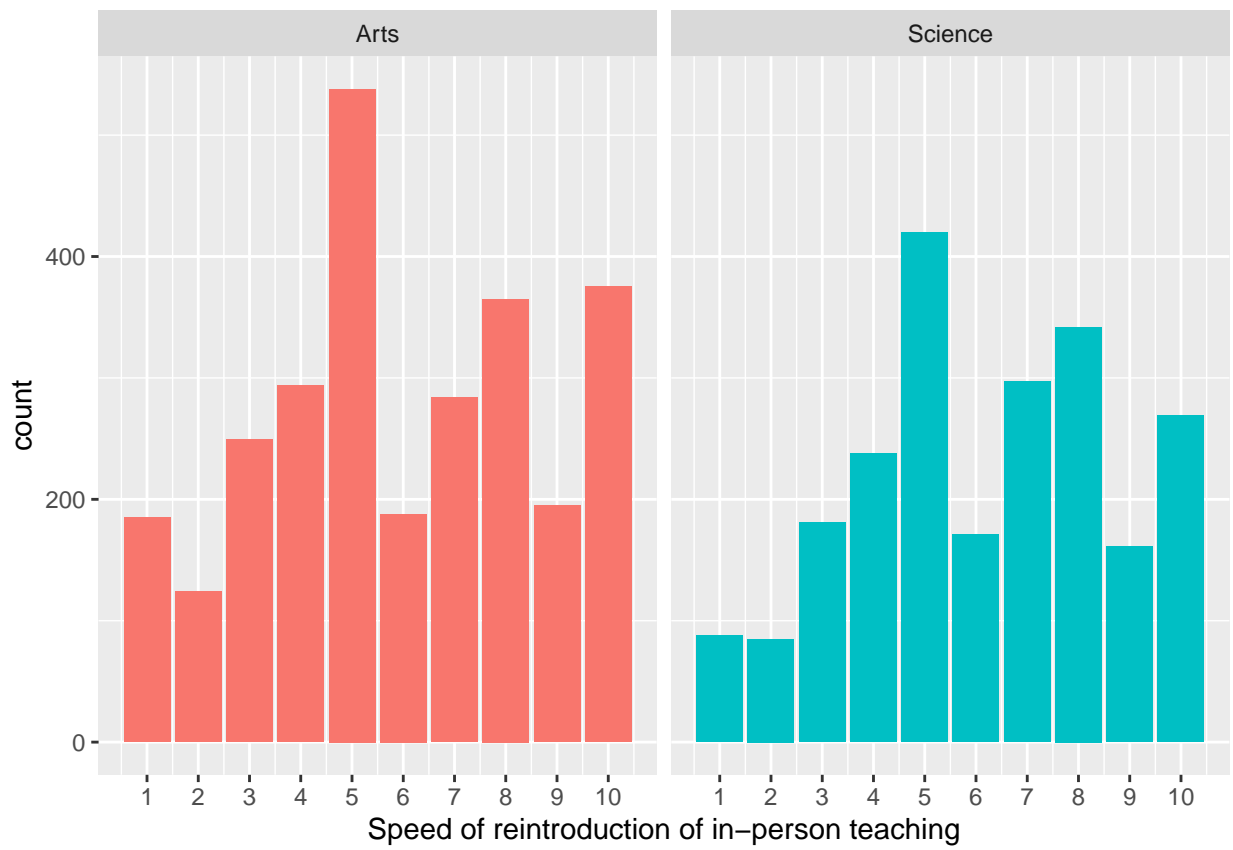


Figure 2: Students' answers to Question 5, split by faculty

The table and figure below show the answers to Question 5 split by school. A one-way ANOVA test shows that there are significant differences in mean between at least some of the schools ($p\text{-value} = 2.4 \times 10^{-14}$). On average, students in Divinity favored the fastest approach whereas students in Film Studies favored the slowest.

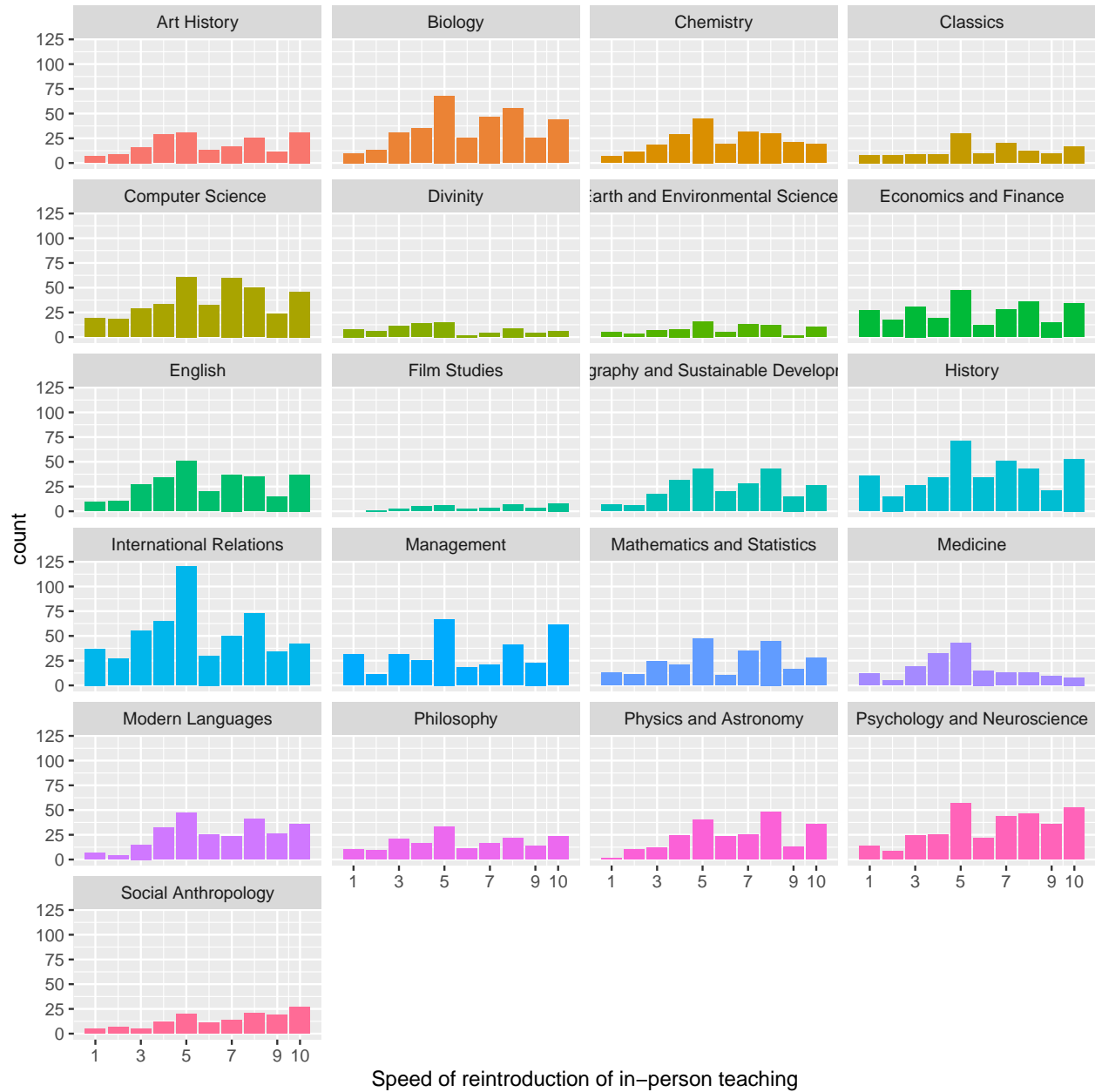


Figure 3: Students' answers to Question 5, split by school

The following table shows the mean and standard deviation of the answers by school sorted by mean answer.

Table 2: Mean, SD and sample size of students' answers to Question 5 by school

School	Mean	SD	n
Divinity	4.96	2.66	79

School	Mean	SD	n
Medicine	5.14	2.28	169
International Relations	5.55	2.54	533
Economics and Finance	5.62	2.86	266
History	5.88	2.72	384
Philosophy	5.89	2.71	175
Earth and Environmental Sciences	5.91	2.56	81
Classics	5.96	2.62	133
Chemistry	5.98	2.39	231
Management	6.02	2.90	329
English	6.05	2.50	275
Mathematics and Statistics	6.06	2.58	250
Art History	6.08	2.65	189
Computer Science	6.09	2.56	372
Geography and Sustainable Development	6.20	2.38	236
Biology	6.21	2.46	353
Modern Languages	6.47	2.42	256
Psychology and Neuroscience	6.52	2.56	328
Physics and Astronomy	6.58	2.34	232
Social Anthropology	6.77	2.63	141
Film Studies	6.86	2.46	37

By year

The following table shows the mean and standard deviation of the answers in each year group sorted by mean answer. A one-way ANOVA test shows that there are significant differences in mean between at least some of the year groups ($p\text{-value} = 3.96 \times 10^{-54}$). There seem to be three distinct groups: Both first-year students and PGT students, for whom it often is the first and only year at St Andrews, would prefer a faster reintroduction of in-person teaching than undergraduates in years 2 to 5. PGR students would prefer a much slower re-introduction of in-person teaching. It should be noted that PGR students are affected by teaching policies in a different way from UG and PGT students as they are usually the ones teaching a class and not being taught. The figure below shows the distribution of answers split by year group.

Table 3: Mean, SD and sample size of students' answers to Question 5 by year

Year	Mean	SD	n
PGT	5.234536	2.575145	776
1st	5.521459	2.326415	1398
3rd	6.291415	2.632165	827
2nd	6.378378	2.520815	925
5th	6.415584	2.429807	77
4th	6.472368	2.731126	760
PGR	7.423077	2.580499	286

By whether they already had in-person teaching

Of the students that answered the survey, 11.76% stated that they had already had some in-person teaching. On average, students that already had in-person teaching prefer a faster reintroduction of in-person teaching (mean = 5.64) than students who haven't had any teaching yet (mean = 6.08, $p\text{-value} = 1.73 \times 10^{-5}$). It

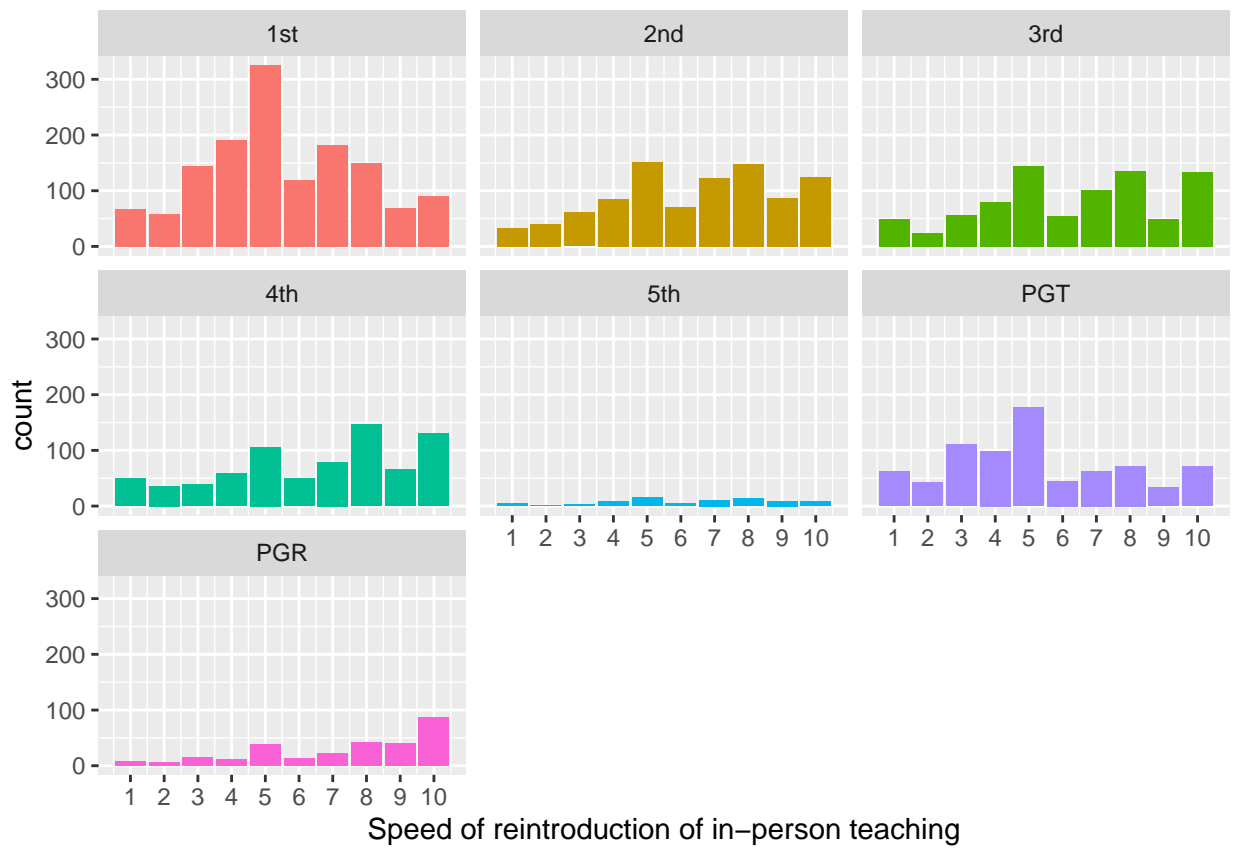


Figure 4: Students' answers to Question 5, split by year

is also noteworthy that the students who already had in-person teaching are slightly less dispersed around the mean in their opinion ($SD = 2.28$) than their peers who haven't had in-person teaching yet ($SD = 2.63$, $p\text{-value} = 7.09 \times 10^{-6}$) whose opinions are more dispersed. Almost half (49.49%) of the students who had in-person teaching think that the speed of reintroduction of in-person teaching is about right, answering between 4 and 6 to the question, vs 34.9% of students who haven't had any in-person teaching yet.

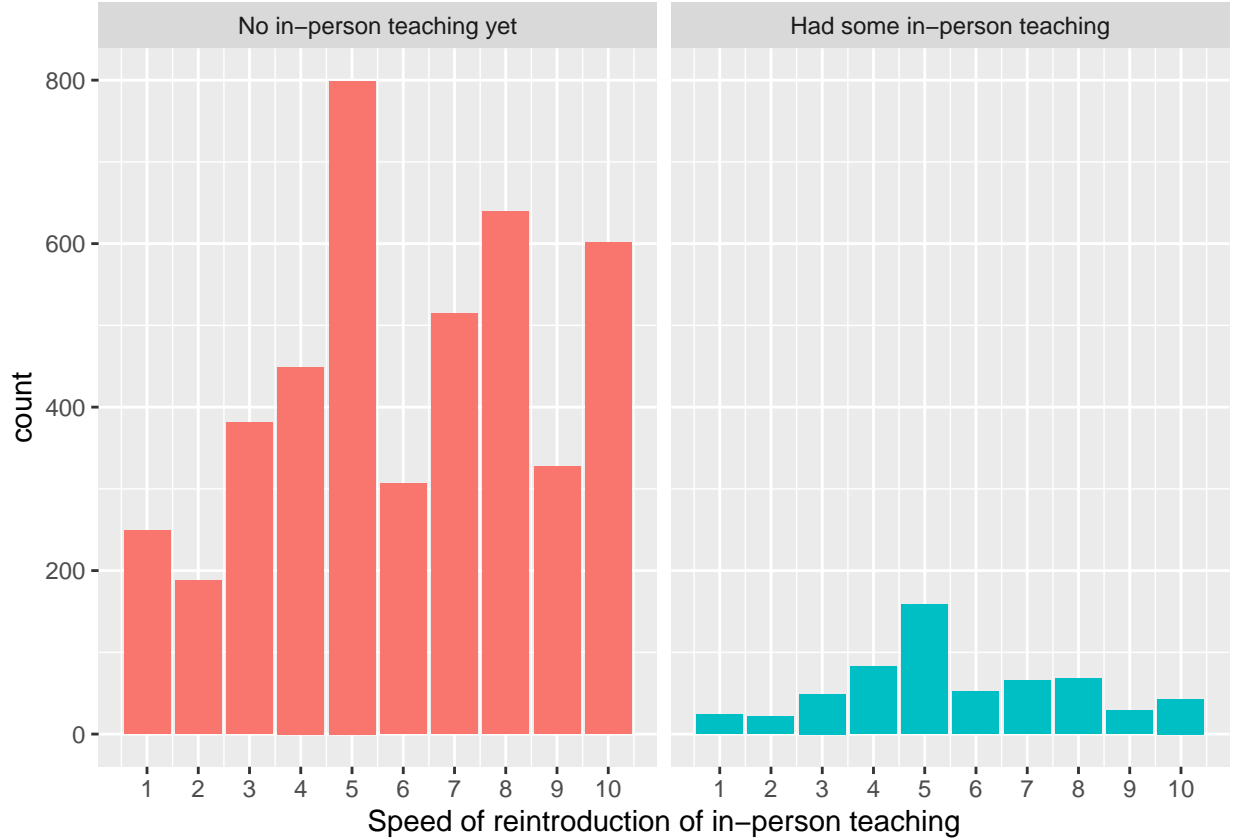


Figure 5: Students' answers to Question 5, split by whether they already had in-person teaching

By residence

Of the students that answered the survey, 84.57% are currently residing in St Andrews, 7.25% are commuting and 8.18% are studying remotely. A one-way ANOVA test shows that there are significant differences in mean between students depending on their residence (St Andrews, commuting to St Andrews or studying remotely) ($p\text{-value} = 2.29 \times 10^{-66}$). The following table shows the mean and SD of the favored speed, grouped by residence of the students. Unsurprisingly, students who are living at St Andrews favor a faster approach than students who are studying remotely.

Table 4: Mean, SD and sample size of students' answers to Question 5 by residence

Residence	Mean	SD	n
StAndrews	5.77	2.55	4270
Commuting	6.93	2.66	366
Remote	7.87	2.10	413

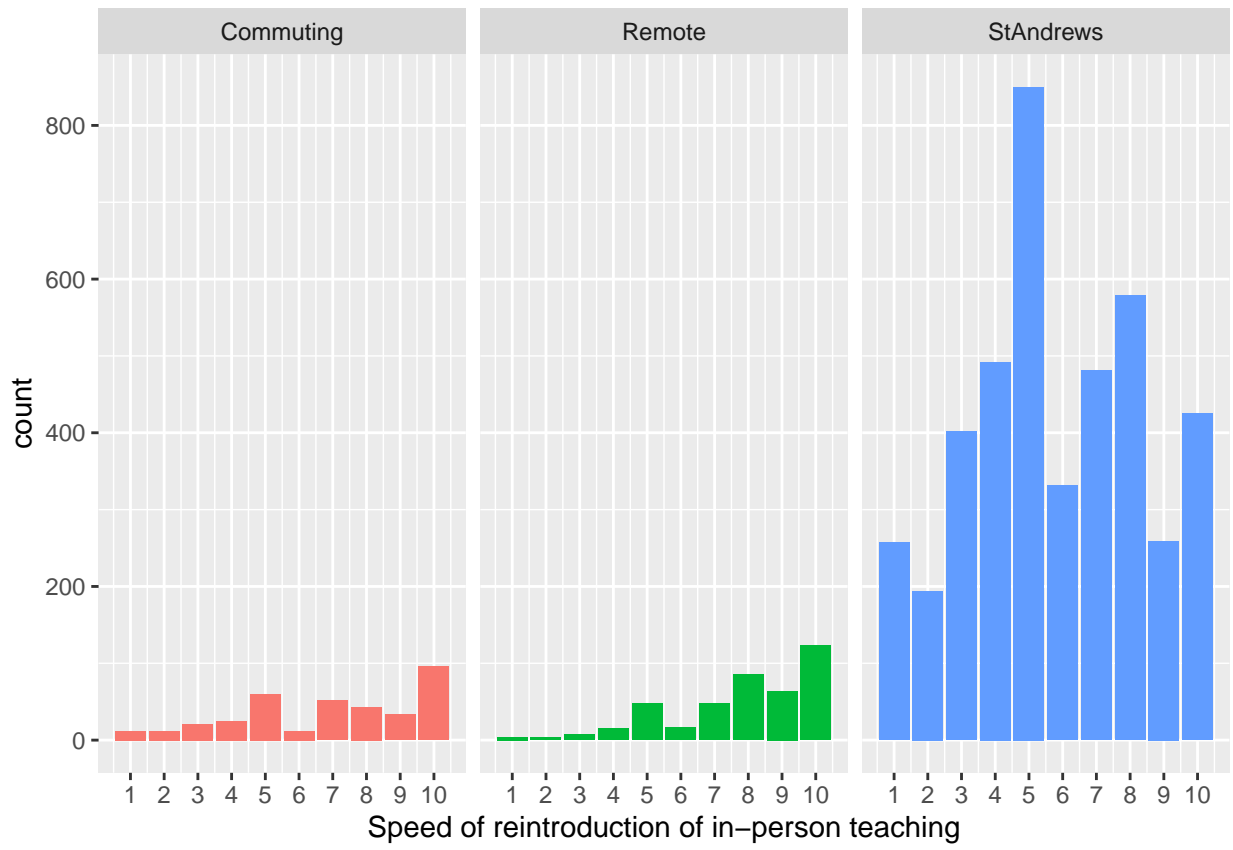


Figure 6: Students' answers to Question 5, split by residence

Students who are studying remotely

The graph below shows when the 413 students who stated that they were studying remotely are planning on returning to St Andrews. There is a significant difference ($p\text{-value} = 6.03 \times 10^{-10}$) between the students grouped by planned return date in how they feel about the speed of reintroduction of in-person teaching, see table and figure below. Students who are planning on returning in October want the fastest reintroduction of in-person teaching compared to the other return date groups, whereas students who are hoping to study remotely for Semester 2 prefer the slowest approach.

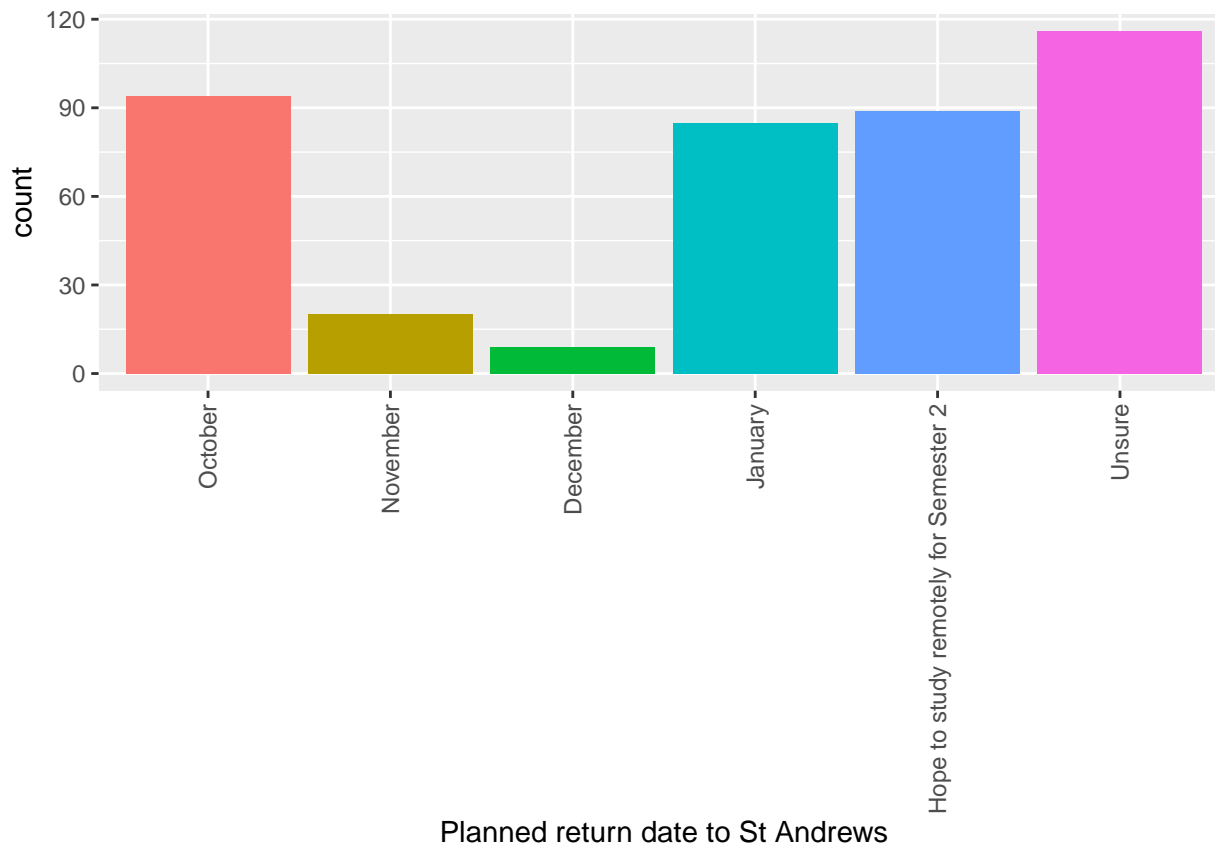


Figure 7: Students' plans to return to St Andrews if currently studying remotely

Table 5: Mean, SD and sample size of students' answers to Question 5 by planned return date

WhenReturning	Mean	SD	n
October	6.63	2.38	94
November	7.30	1.95	20
January	8.09	1.67	85
Unsure	8.23	1.90	116
December	8.33	1.58	9
HopeRemote	8.56	1.94	89

Opinions on any in-person teaching and in-person tutorials

Of the students who filled in the survey, 62.86% think that there should be some in-person teaching this semester in their own subject, while 37.14% think that there shouldn't be any in-person teaching at all this semester in their subject. These opinions are clearly reflected in their opinions on the speed of the reintroduction of in-person teaching as well.

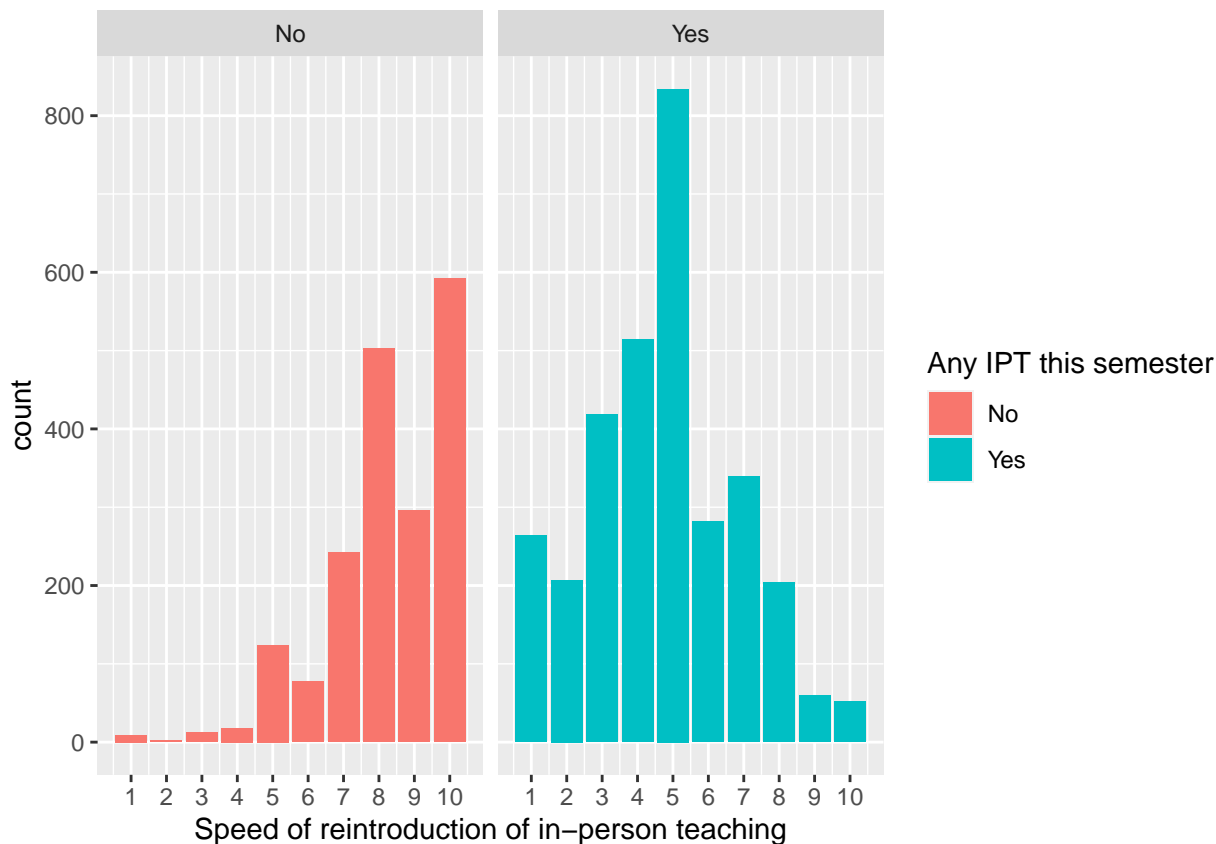


Figure 8: Students' answers to Question 5, split by whether they think there should be any in-person teaching in their subject this semester

Table 6: Mean, SD and sample size of students' answers to Question 5 by whether they think there should be any in-person teaching this semester in their subject

Any IPT this semester	Mean	SD	n
Yes	4.70	2.08	3174
No	8.27	1.68	1875

Of those students that think that there should be at least some in-person teaching this semester in their subject (62.86% of all students), 88.25% think that tutorials should also at least partly be in-person. Equally, those students that think that there shouldn't be any in-person teaching (37.14% of all students) also prefer online tutorials exclusively (92.11%). There are a few students (2.93% of students who filled in the survey) who answered that there shouldn't be any in-person teaching in their subject this semester but also answered that they didn't want tutorials to be exclusively online. This might be explained by a misunderstanding of either of the questions or they might have a third option in mind for tutorials that are neither in-person nor

online.

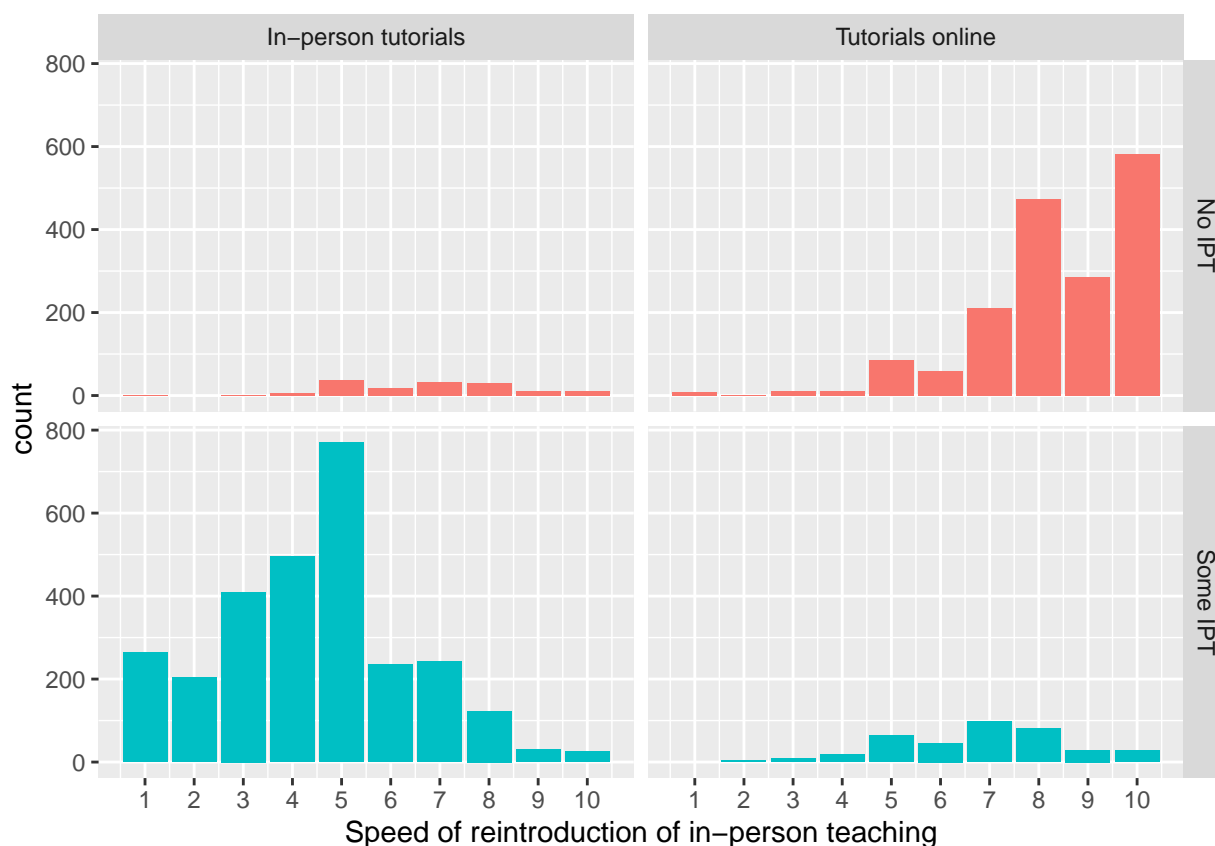


Figure 9: Students’ answers to Question 5, split by whether they think there should be any in-person teaching in their subject this semester and whether they think tutorials should be exclusively online

Table 7: Students split by whether they want any in-person teaching this semester in their subject and whether they want tutorials to be exclusively online

	In-person tutorials	Tutorials online	Total
No IPT	148	1727	1875
Some IPT	2801	373	3174
Total	2949	2100	5049

Students who already had in-person teaching

Type of in-person teaching

Of the students who took the survey, 594 (11.76%) reported that they had already had in-person teaching. It should be noted that the survey closed on Wednesday of Week 3, so some students filled the survey after they had teaching in Week 3. Most of the students who had in-person teaching are in Science or Medicine (83.33%) although some Arts students also reported having had in-person teaching (from all Arts schools but Film Studies). The type of in-person teaching is shown below. The dominance of “Lab” and “Seminar” is due to those being the two suggested answer possibilities, with a third free-text option for other types of

in-person teaching.

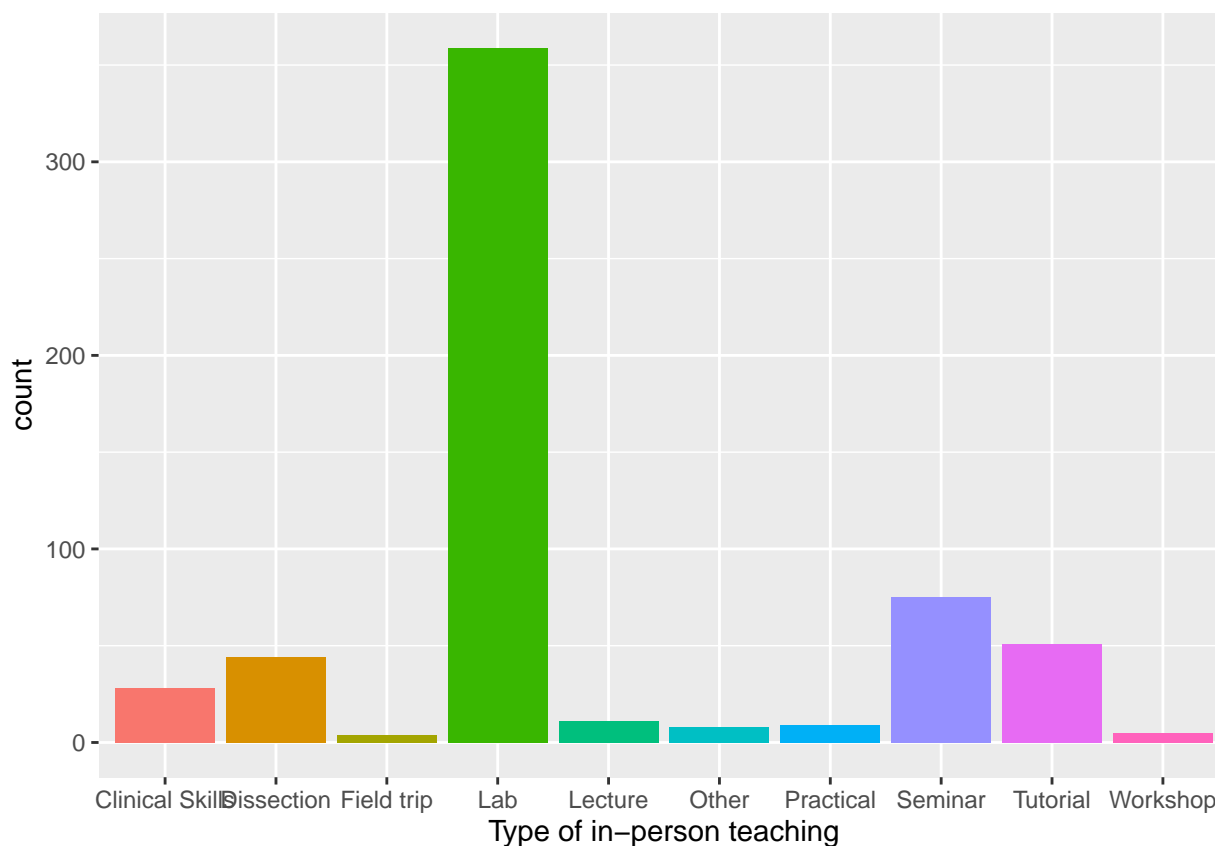


Figure 10: Type of in-person teaching that students already had

There is no significant difference in opinion on the speed of reintroduction of in-person teaching depending on which type of in-person teaching students had (p-value = 0.396).

Feeling of safety during in-person teaching

Of the students who already had in-person teaching, 91.92% reported that they had felt safe during the teaching. Whether students feel safe is strongly related to how they feel about the speed of reintroduction of in-person teaching. Students who felt safe favored a faster approach (mean = 5.41) as those who didn't feel safe (mean = 8.21).

Reasons for not feeling safe Of the students that reported not having felt safe during in-person teaching, 38 (79%) gave reasons in the free-text Question 11. Among the given reasons was most often not enough physical distancing in class (35.42%), equipment not being sanitised at all or well enough (16.67%) and the rising numbers of Covid-19 in general (16.67%).

This is a selection of the comments that were given:

- “We were told to wear masks, but I was literally inches from people from other households using and swapping between the same equipment.”
- “Cannot maintain social distancing, equipment being shared without being cleaned first, demonstrators not wearing masks even though students were told we had to.”

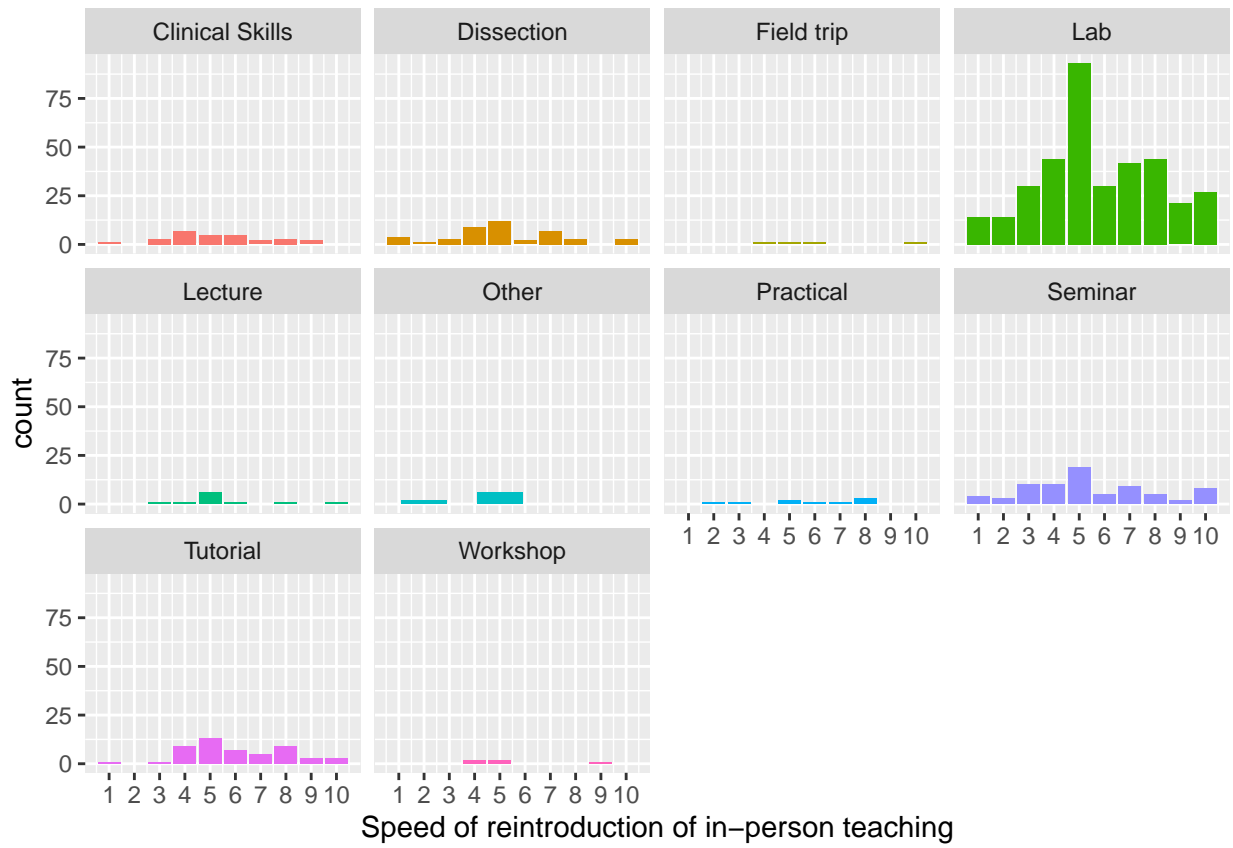


Figure 11: Students' answers to Question 5, split by what type of teaching they already had

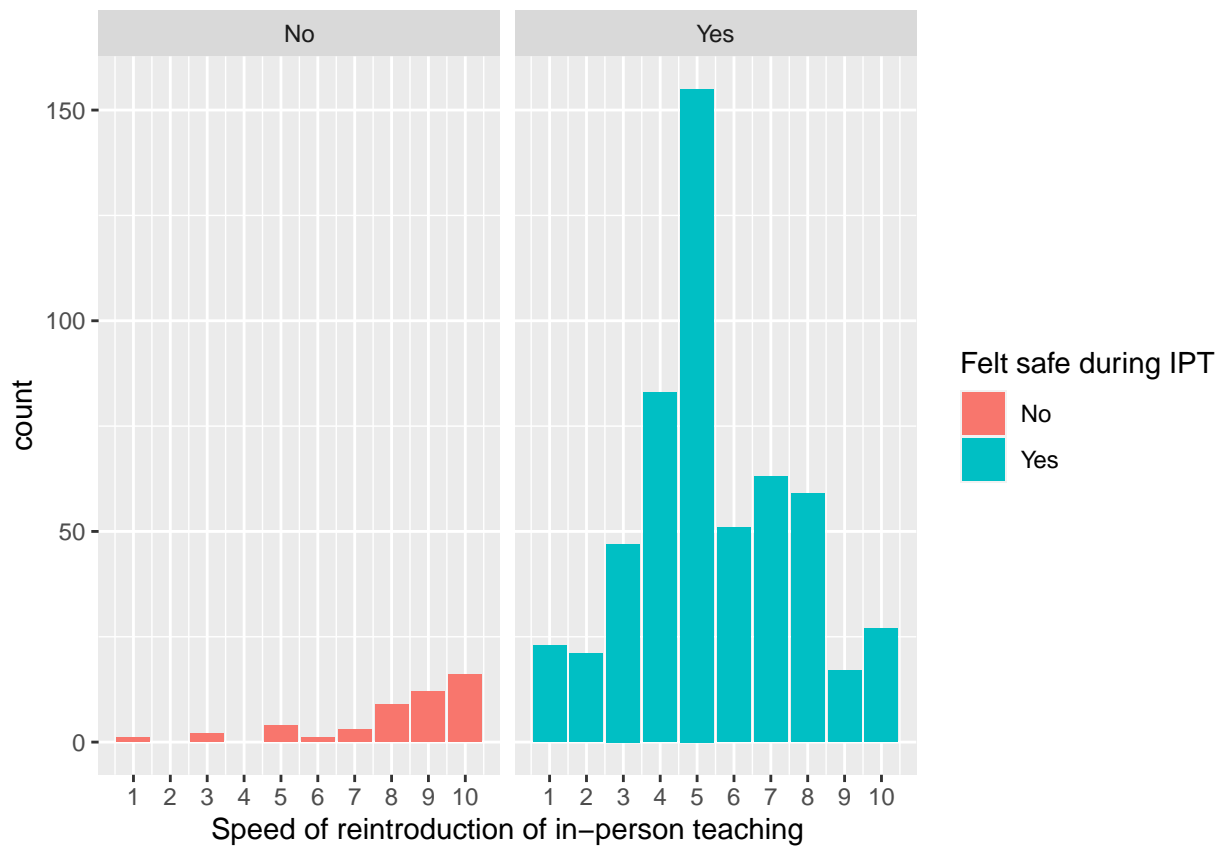


Figure 12: Students' answers to Question 5, split by whether they had felt safe during in-person teaching

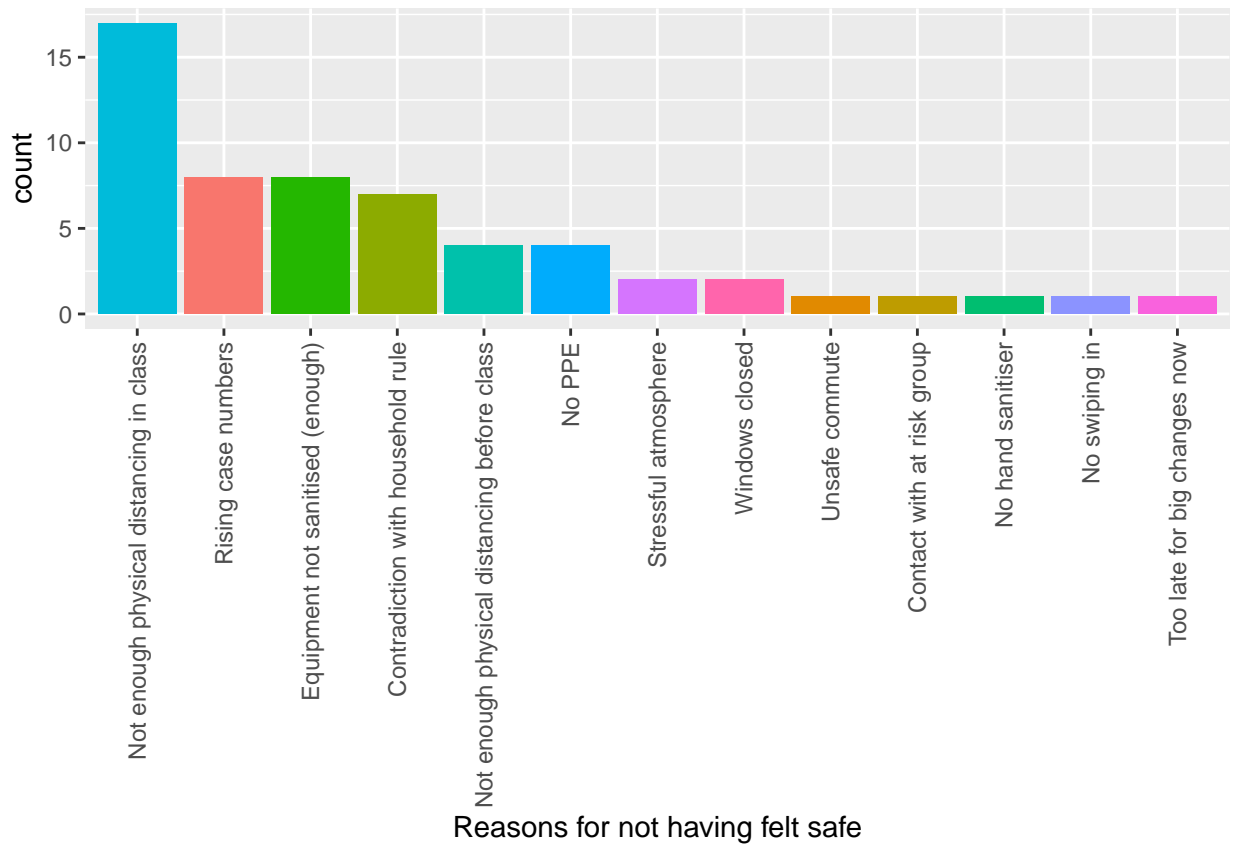


Figure 13: Reasons for not having felt safe during in-person teaching

- “We have been told not to meet up indoors with anyone outside our household by both the university and the government and yet for the past two weeks I have had labs with nine other households and from next week will have workshops with eighteen other households - this does not feel safe or fair. I feel I am being forced into a position to put myself and my flatmates at risk.”
- “[...] While we had social distancing in the class, there was literally no social distancing before the class. I don't get why we're able to crowd into a hallway 20 people at a time but can't meet with 5 other people.”
- “A mix of rising cases across the county, cases popping up at St. Andrews as well as commuting from a high case area. All of this does not make me wish to return to in person lecturing especially when I have regular contact with at risk family.”

Reasons for feeling safe Of the students that reported having felt safe during in-person teaching, 460 (84%) mentioned different reasons in the free-text Question 11. The two safety measures that were mentioned most were social distancing measures (52.93%) and personal protective equipment (50.37%).

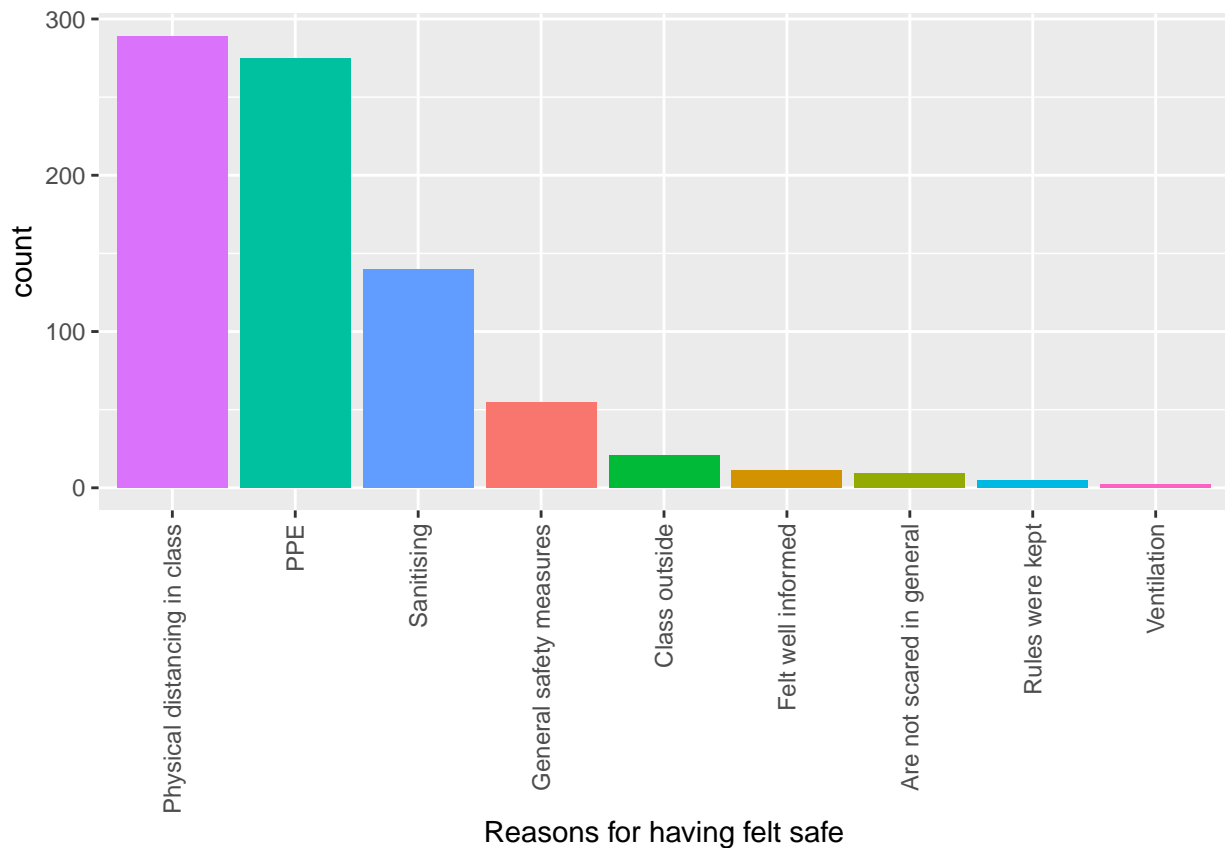


Figure 14: Reasons for having felt safe during in-person teaching

This is a selection of comments made by students who reported having felt safe during in-person teaching:

- “Everyone wore a mask, we disinfected our areas and I was further away from people in the lecture theatres than I would be whilst walking along Market street.”
- “The limited number of students allowed in the lab allowed for suitable spacing between work stations. The atmosphere itself was calm and organised. We had been given a lot of instruction regarding COVID safety protocols and these were provided well in advance to the lab.”

- “There was obvious hand sanitiser stations at regular points throughout the building, when in the lab there were obvious indicators of where to sit/not to sit which helped to keep 2m, masks were worn at all times by everyone - all together this made me feel safe”
- “Noticeable, effective precautions were taken. In-person teaching only took place when absolutely necessary.”
- “We were socially distanced and wearing masks but I felt very uncomfortable with the interaction. I already struggle with mental health issues and I found that the interaction in person proved very contrived and artificial and it made me very uneasy. I struggled to focus during the class. Online learning is preferred and I would appreciate it to continue from a disability and accessibility point of view.”

Improving feeling of safety

Of the students that already had in-person teaching, 306 (52%) gave suggestions for possible improvements to make them feel safer in free-text Question 12. The main suggestions were better social distancing and more sanitising of shared surface, equipment and hands. Many also stated that they were already satisfied with the safety measures in place.

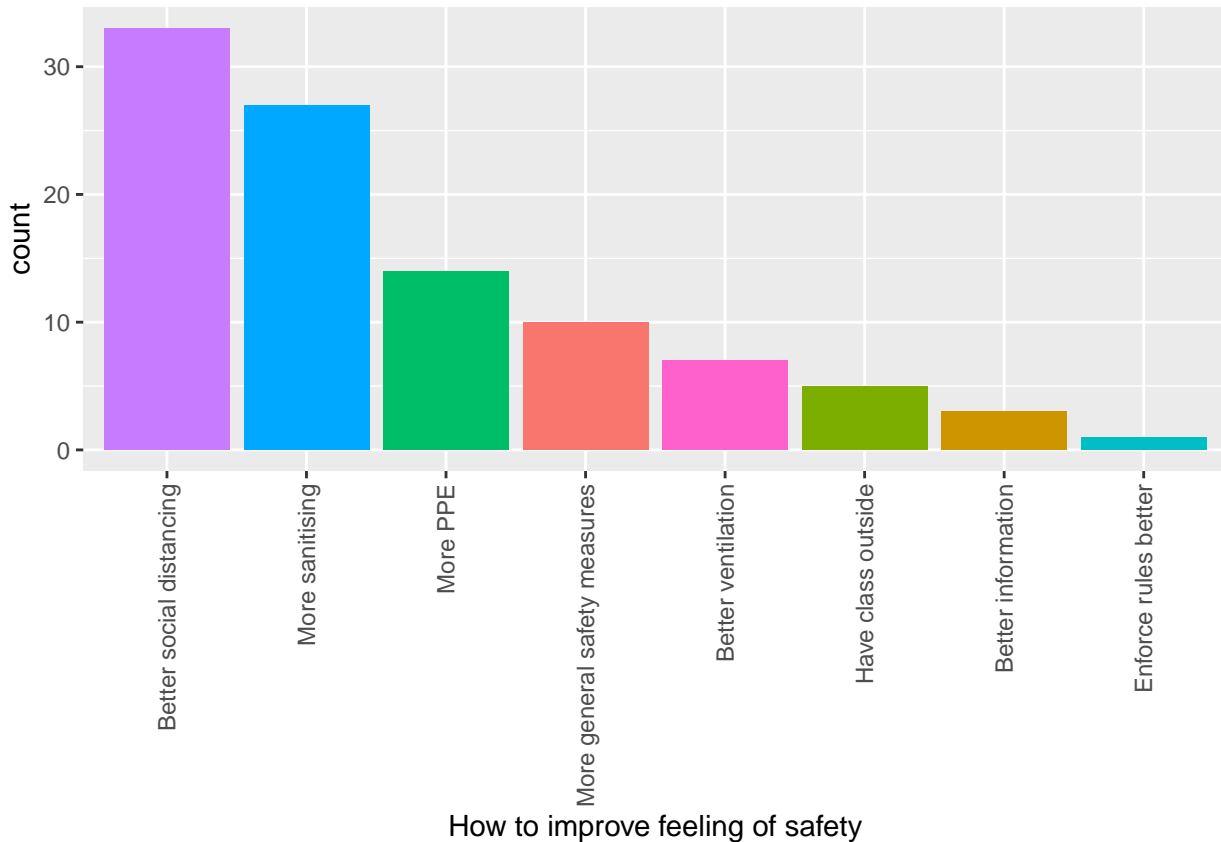


Figure 15: Suggested improvements to feel safer

Here are a few of statements by students that have already had in-person teaching in response to Question 12:

- “Knowing how regularly the venues get deep cleaned and sanitised (especially the seats which do not get wiped down after use).”

- “A spray for cleaning the seats or something similar, and more organised when it comes to leaving the rooms after the class finishes.”
- “Ensuring tutors know the covid code/guidelines and explicitly explain to students how things will work in the first in-person tutorial. Also, it’s important that the tutor/professor use their authority if need be to ensure no student is making others uncomfortable/unsafe either in their actions/statements.”
- “A more supportive attitude from the staff. Sometimes it feels like we are criticized for too much and aren’t given room to adjust to the new rules, for example getting in trouble for going up the wrong staircase, or accidentally using the wrong assigned door etc etc. . . I understand that these rules are in place for a reason, but when there doesn’t seem to be a supportive environment it can be a little scary and distract away from the education. Don’t yell at us for getting it wrong, just talk to us like adults-sometimes all the new laws and changing rules are confusing.”
- “Not in the labs no. I do question how necessary in person tutorials are though because the ones conducted on teams have been just as good if not better because the tutorial is now recorded.”
- “Explanation of what the procedure would be if a student was discovered to be COVID-19 positive”
- “register taken by person on door, rather than handling a pen and signing the class list.”
- “Yes. Give more of an option to study online. That way, if I don’t feel safe about a particular lab/tutorial/etc, I can easily opt for the online version.”
- “Get rid of the advice to wear gloves. This is considered dangerous and could put lives at risk.”
- “A functional testing system whereby all students get regular tests regardless of their symptom status”
- “No, I believe both staff and students did everything in their power to make it a safe environment.”

Communication

On question 13, whether the University has properly communicated the safety measures for in-person teaching, 57.1% answered with Yes. Those that felt that the safety measures hadn’t been properly communicated also felt on average that the speed of reintroduction of in-person teaching was too fast (mean = 6.54) compared to those who were satisfied with the communication (mean = 5.64, p-value = 2.33×10^{-34}).

Of the students that already had in-person teaching, more students felt like the University had properly communicated their approach, namely 79.8%, than of those who hadn’t had any in-person teaching yet (54.07%).

Among the students who already had in-person teaching, those that felt like the University had properly communicated their approach were more likely to feel safe (94.09% felt safe) than those who weren’t satisfied with the communication (83.33% felt safe).

Students were also asked how the University’s communication with students could be improved. 1785 (35%) of the students used the free text form.

These are some of the answers:

- “Deliver this survey via something Chinese students can open without using illegal VPN apps.”
- “They should have told us before the semester started that in-person teaching was unlikely so we didn’t have to move.”
- “We have no details about safety measures in tutorials which are supposed to start in a couple days (for my modules)”
- “The university is providing mixed messages by issuing a voluntary lockdown and telling students to avoid going to bars or restaurants during the weekend (thereby stressing the presence of Covid-19 in Scotland and also the increasing cases within St Andrews itself) however also continuing the phases of in-person teachings. There may be many undiagnosed cases and allowing students to attend in-person

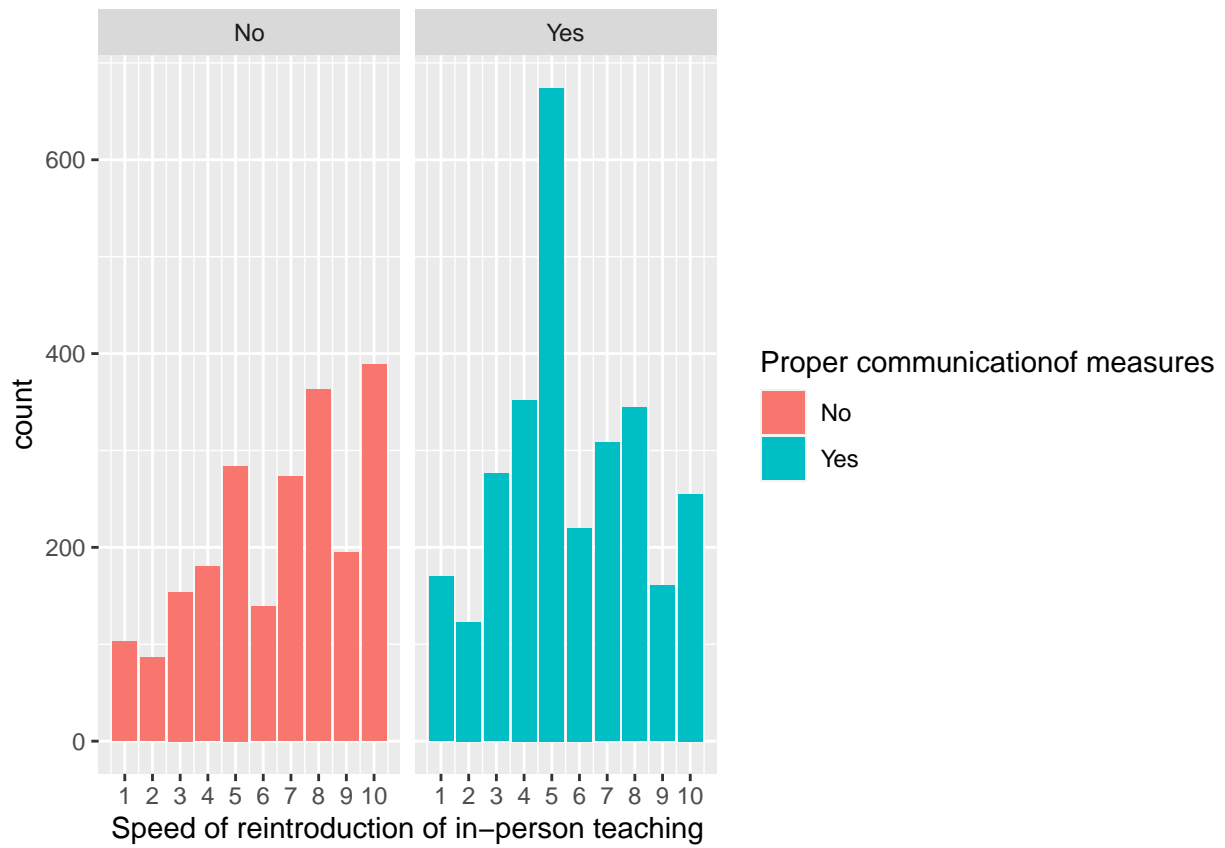


Figure 16: Students' answers to Question 5, split by whether they were happy with the University's communication about safety measures

tutorials but no go to a Restaurant, for example, in counter-intuitive and does not help to reduce the spread of the virus”

- “I haven’t received any information about how in person teaching would work from my school that I’m aware of other than that it would be small classes in large lecture theatres with masks. Would be good if they just forwarded us the risk assessment I’m sure they had to fill out.”
- “Having a more centralised base for information rather than it being different dept to dept”
- “More from each school rather than uni wide rules and contact”
- “There could be more transparency about why certain measures are being taken, as well as earlier notice when it is possible.”
- “Regular, ideally weekly or daily, updates on the delivery of in-person teaching, including updates on following safety measures. As a PGR I feel unsafe going into work in research labs in future if there are large numbers of undergraduates in the same building I am using. We as PGRs are not given much if any info on how many students will be in f2f teaching in the School, where they will be taught, where they will be waiting and what facilities (e.g. toilets) they will be using. It would be reassuring to have clearer and more regular reminders of which areas are busy and should be avoided, and also reminders of what covid-19 safety measures are in place and how well they are being followed.”

Improving the student experience

Student Association

These are a few answers to Question 15, (What more could the Students’ Association be doing to improve your student experience and better represent you at this time?). 1639 (32%) of the students used the free text question.

- “Perhaps arrange more online socials (trivia quizzes, hangouts, craft groups, etc) so students have options other than meeting in person”
- “Send further surveys like this one to gauge student opinion on matters that regard them directly”
- “Transparency is very important. Also please represent the international students, many of us feel that we wasted our money coming back here to self-isolate just to find out that everything was switched online. . . . If this sem will be fully online with limited access to the usual resources (lib, lectures) please consider giving us a partial refund?”
- “Give students the clear option of in person or online tutorials as we progress through the semester. I believe we should not start in person tutorials until week 5 or 7, considering that the principal has now declared that we no longer should go to pubs or meet up with friends if avoidance is possible. I don’t see what sense it makes that we cannot meet in social settings but can meet in tutorial, because either way we are exposing ourselves to the virus.”
- “Take into account the wellbeing of students at this very difficult time - put more measures in place to ensure that students’ mental health is being taken care of just as much as their physical health”
- “As a mature commuting student, I feel a lot of focus is on the issues of young students residing in St Andrews. Mature commuting students have entirely different issues to young students staying in town. For example, I have children and other family members to consider. I also have my own personal health concerns.”
- “Offer”small group" virtual sessions. It is often very difficult to feel comfortable talking in large group online events. Perhaps introducing more events with “break out rooms” would provide a better environment to meet and connect with others online in a less daunting setting. Example event idea: pub quiz (questions sent out to entire group, in small group break out for “answering part” and then answers announced at the end to all break out groups).”

- “More clear outline of regulations, more comprehensive emails regarding ‘voluntary’ rules. The response from students on many Facebook pages seems unnecessarily angry and blame-ridden, and banning socialising outright seems to just encourage illicit activity.”
- “Continuing to follow up/give your own takes on things like what Sally emails us is definitely helpful and the Students’ Association so far has done a great job of being less stressful and alarmist than she has. Additionally, as there’s obviously a covid surge going on, a more frequent Covid update could be helpful - I know you guys have a lot of work already but it feels like everyone is just begging for more information because everything is confusing and stressful, and the university is so slow to ever provide us with information so updates/check-ins from you guys are very appreciated.”
- “I think you should be pushing for safe in person teaching as it is what we promised over the summer. I think a lot of people will be annoyed if they came back to university just to sit inside, not be able to see anyone and not have the in person classes (as this was the entire reason most us came back)”

University

These are a few answers to Question 16, (What more could the University be doing to improve your student experience?). 2177 (43%) of the students used the free text question.

- “I don’t think it’s fair to tell students they can’t go to bars/restaurants when other people our age (and older!) can. It’s not fair to have different rules for students especially when the university encouraged us to come back. Rules should apply to the whole population and not just use students as a scapegoat. The university should also require modules to be more transparent with students about in-person teaching. If in-person teaching is possible then lecturers should be encouraged to do it.”
- “Using the unis outside spaces to set up distanced meeting spots would go a long way to facilitate safe socialising. E.g. tables for 6 where people can do work/chat with another household whilst remaining 2 metres.”
- “Maybe an introduction to the actual building we’re going to be using when in-person teaching is brought back because I don’t really know much about those buildings.”
- “Make in person teaching selective”
- “I’d like there to be one information page on the university website where I could view all current restrictions/guidelines and updates on what facilities are and are not open. It’s difficult having to find this information either from separate emails or separate webpages”
- “Be clear and honest about the likelihood of full lockdown again and give us an opportunity to go home.”
- “I’d like for the students to be kept in the loop more. Waiting until Thursday for another email from Sally Mapstone after the weekend’s voluntary lockdown and having to rely solely on the news rather than hearing anything from the university felt condescending and like the university are treating us like children who don’t need to know everything, just basic instructions”
- “Remove the majority of COVID restrictions.”
- “Don’t limit our library sessions to twice a week. That might be okay for freshens but not for postgrads! Why can’t we use empty classrooms to study?”