

# Response 70

## Respondent Details

Information	
<b>Respondent Number:</b> 70	<b>Respondent ID:</b> [REDACTED]
<b>Date Started:</b> 16/04/2021 10:25:59	<b>Date Ended:</b> 16/04/2021 10:37:52
<b>Time Taken:</b> 11 minutes 52 seconds	<b>Translation:</b> English
<b>IP Address:</b> [REDACTED]	<b>Country:</b> United Kingdom

## Welcome

Please select your OfS supplied username

SpurgeonsCol10006093

Please provide your contact details

**Full name:** [REDACTED]

**Position/job:** Student Representative

**Email:** [REDACTED]

## Survey or video/podcast/presentation

How would you like to complete your student submission?

I wish to submit the written survey

## Targets

Q1. What did your university or college tell you about its targets? Please provide a summary of your conversation.

As students, we consider that the College has been open with the plan and has shared the targets both formally through the Access and Participation planning group as well through student representative and senior staff liaison meetings. We understand that the targets were identified by considering outcome data of the students and were designed to be suitably ambitious to improve student engagement and outcomes. Student views were canvassed from a diverse group of students on the targets and comments given were used in the reflections of the plan. The College outlined its targets both in written form and in an interactive format with opportunities for scrutiny and consideration as part of the Access and Participation planning group process. This group contained student representation at all stages of the target setting.

Q2. Based on your conversation, did your university or college meet its targets? If you select 'no', you will be asked questions in relation to this.

No

## Targets

Q3. Where your university or college has not met its targets, what were the reasons for this and do you agree with the reasons given?

The College explained that given the nature of its student input, the chance to meet certain targets (T16a\_03) is limited to the culture of the Baptist Union and its churches. We recognise the validity of this argument and we do believe the College is correct in its assertion. Though we are a small student body there are younger students at the College and we as a student body perceive no barriers to younger students entering the College. We are therefore in agreement that the proposed reasons are valid.

We recognise that restrictions due to COVID-19 have impacted quite a bit of the planned work on some targets and so again we consider these to have not been met for acceptable reasons.

Q4. What has your university or college already done to rectify this and what does it plan to do in the future to keep it on track?

The College has reflected on the current APP targets and has identified new targets that will move things forward. We believe that the planned expansion of the courses to be offered, together with the significant building works planned, will benefit the student body and in particular, will open the college to attract a younger group of students as well as bringing accessibility benefits for students with disabilities.

Q5. During your conversation, did you make any suggestions about what your university or college could do to achieve the targets that were not met? If so, what did you suggest? (Please answer N/A if you did not make suggestions)

N/A

## Activities

Q6. What did your university or college tell you about delivering the activities in its plan? Please provide a summary of your conversation.

The College introduced these activities and explained how they related to the targets. The rationale was discussed for each target and the student body were invited to discuss the relevance and suitability of these activities.

Q7. Based on your conversation, did your university or college deliver the activities set out in its plan? If you select 'no', you will be asked questions in relation to this.

Yes

## Working with students

Q11. What did your university or college tell you about working with students? Please provide a summary of your conversation.

The College, both in words and actions, has made very clear its desire to involve students and listen to their contributions throughout. The College staff have proactively sought out student representation for all committees and the student's voice feels valued within the College. The student body recognises that the main limiting factor in student involvement is students' willingness to be involved. The College has used online meeting environments to good effect to ensure more students are able to be involved as a significant proportion of the student body are unable to physical meetings due to the distance they travel to attend the college.

Q12. From your experience, how are students involved in: a) delivering the plan b) monitoring and evaluating the plan. Is this as described in the plan?

- a) Students have been consulted throughout regarding the content of the plan. The lack of physical attendance by students has meant that the students have, unfortunately, had limited opportunity to work in support of the delivery of the plan.
- b) Regular committees that include a variety of student representatives continue to assess the effectiveness of the changes. We consider that the plan produced by the College is an accurate record of student involvement.

Q13. At your university or college, do you think there is enough student involvement in: a) delivering the plan b) monitoring and evaluating the plan?

a) The student body recognises there could be more student involvement but that this is limited by volunteering for involvement by students and not by the College's desire for student involvement. There is ample opportunity for student involvement in the plan as provided by the College. The small nature of the student body and the large proportion that commute has meant limited student involvement in the past.

b) We are satisfied that the College has provided ample opportunity for students to be involved in the monitoring and evaluating of the plan. The student body is seeking to ensure there is more consistent involvement from the student body going forward and is seeking to expand the number of students involved in this work.

Q14. Are students from a range of backgrounds able to get involved in the plan? How does your university or college ensure this?

Students from a variety of backgrounds are included but we recognise that in a small student cohort we are not always able to offer students from a diverse range of backgrounds as we would like. We consider the College to have been proactive in seeking as diverse a range of opinions as possible. This is ensured by selecting a range of perspectives and by ensuring that different courses and sub-disciplines are represented.

Q15. During your conversation, did you make any suggestions about what your university or college could do to improve student involvement in the plan? If so, what did you suggest? (Please answer N/A if you did not make suggestions)

N/A

## Covid-19 information

Q16. Are there any groups of underrepresented students who you consider to have been particularly badly affected by the Covid-19 pandemic?

Given the small nature of the student body challenges are often at the individual level and not group effects. With the number of the under-represented groups again being quite small significant comment can't be made. We recognise the challenge for students with disability, especially those with visual disabilities or disabilities that impact the ability to use computer screens for significant lengths of time. We also recognise the challenges of students from poorer economic backgrounds who may have limited access to suitable ICT provision and physical home space for their independent study.

Q17. Please provide a summary of how the Covid-19 pandemic has impacted on the experiences of underrepresented students at your university or college.

Students have been quite isolated from the student body and the staff for a significant time which has meant that opportunities for support have been harder to seek. Much pastoral support has been lost in the way students have not been able to support each other through challenges and difficulties. Access to library resources has also been lost which means students have not had easy access to resources to support their learning. Students from poorer backgrounds have had limited access to suitable home working environments and ICT resources. Higher levels of stress have been experienced across society and this has also been displayed within the student body, many of whom have also been dealing with significant challenges in other areas of their life.

Q18. Do you think that your university or college has been responsive to student concerns relating to the Covid-19 pandemic? How has your university or college supported students during this period?

We consider the College to have offered excellent support during this time of disrupted learning. The Principal and Chief Operating Officer engaged at length with the student reps and met with them fortnightly to ensure they were kept up to date with developments during the pandemic. The College held student engagement workshops on the creation of the College's Digital Education Framework as it adapted to the digital delivery of its programs. The College regularly updated the College's virtual learning environment (Moodle) as regards Covid-19 news updates. Pastoral groups are a key part of the student experience and the college has continued with these groups. Where necessary, the frequency of these groups has increased to allow for extra student support in a pastorally sensitive setting. Staff members also recorded videos to assist students on a number of practical issues during the pandemic which were shared through our Virtual Learning Platform.

**Please review your responses**

Q19. On a scale of 1 to 4, where 1 is very easy, and 4 is very difficult, how easy did you find it to complete the submission?

	1 - Very easy	2 - Easy	3 - Difficult	4 - Very difficult
			X	

**Please tell us what contributed to you giving this score:**

Gathering the views of all students involved in the Access and Participation plan has been made significantly more difficult by the lack of physical gathering necessitated by COVID. The Access and Participation plan documentation produced by the College is significant which takes time to digest and review.

Q21. On a scale of 1 to 4, where 1 is very easy, and 4 is very difficult, how useful was the guidance and conversation guide in helping you complete the submission?

	1 - Very easy	2 - Easy	3 - Difficult	4 - Very difficult
			X	

Q22. Can you think of any information or additional resources that would have improved your experience in completing the student submission?

Exemplar material and comments would be helpful to guide on the type or report expected.

Q24. We would like the opportunity to contact you for feedback on your experience of the student submission process and to periodically contact you throughout the year in connection with other opportunities to provide student feedback on the access and participation plan or other OfS work. If you consent to this, please select yes.

Yes