



**“Tell me what you want,  
what you really, really  
want...”**

**What students want after non-  
submission of an assignment**

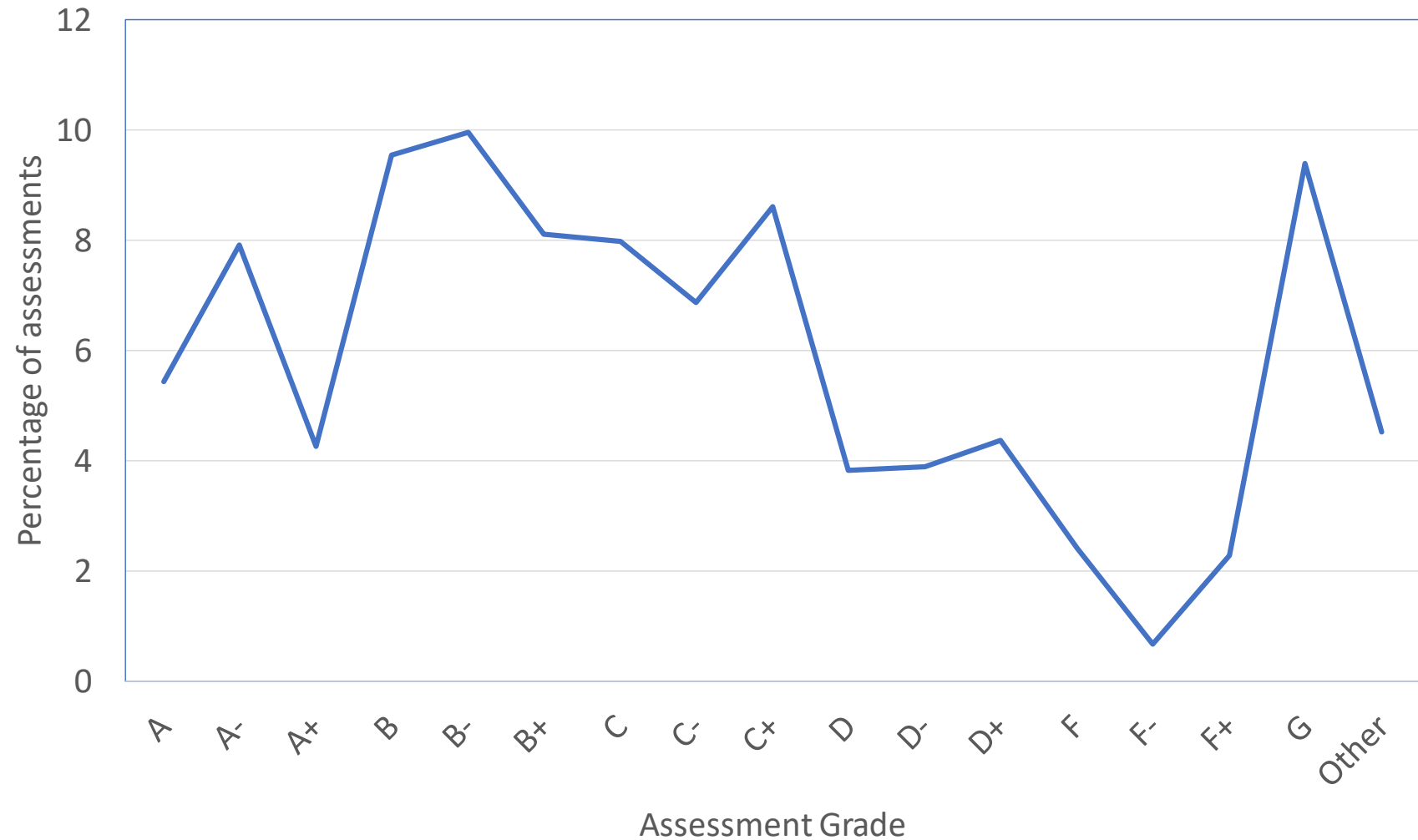
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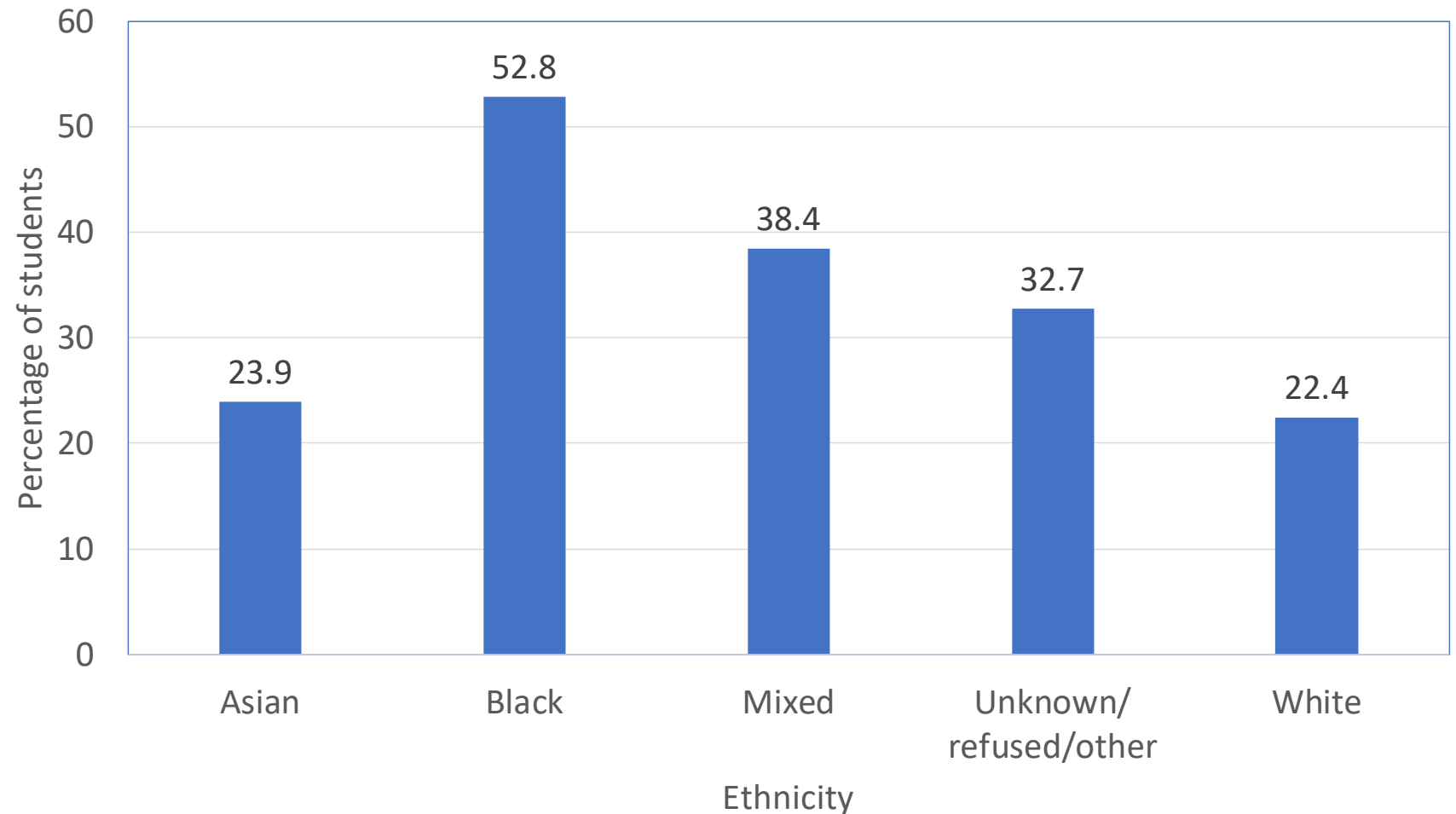
Nearly 10 % of assignments were G Grades (non-submission) including exams – 2015/16- 18/19

Percentage of assessment by grade - 2015/16 - 2018/19



More than half of black students have not submitted at least one assignment

Percentage of students who had a G grade across all years of their studies by ethnicity 2015/15 - 2018/19

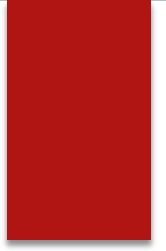


# Method

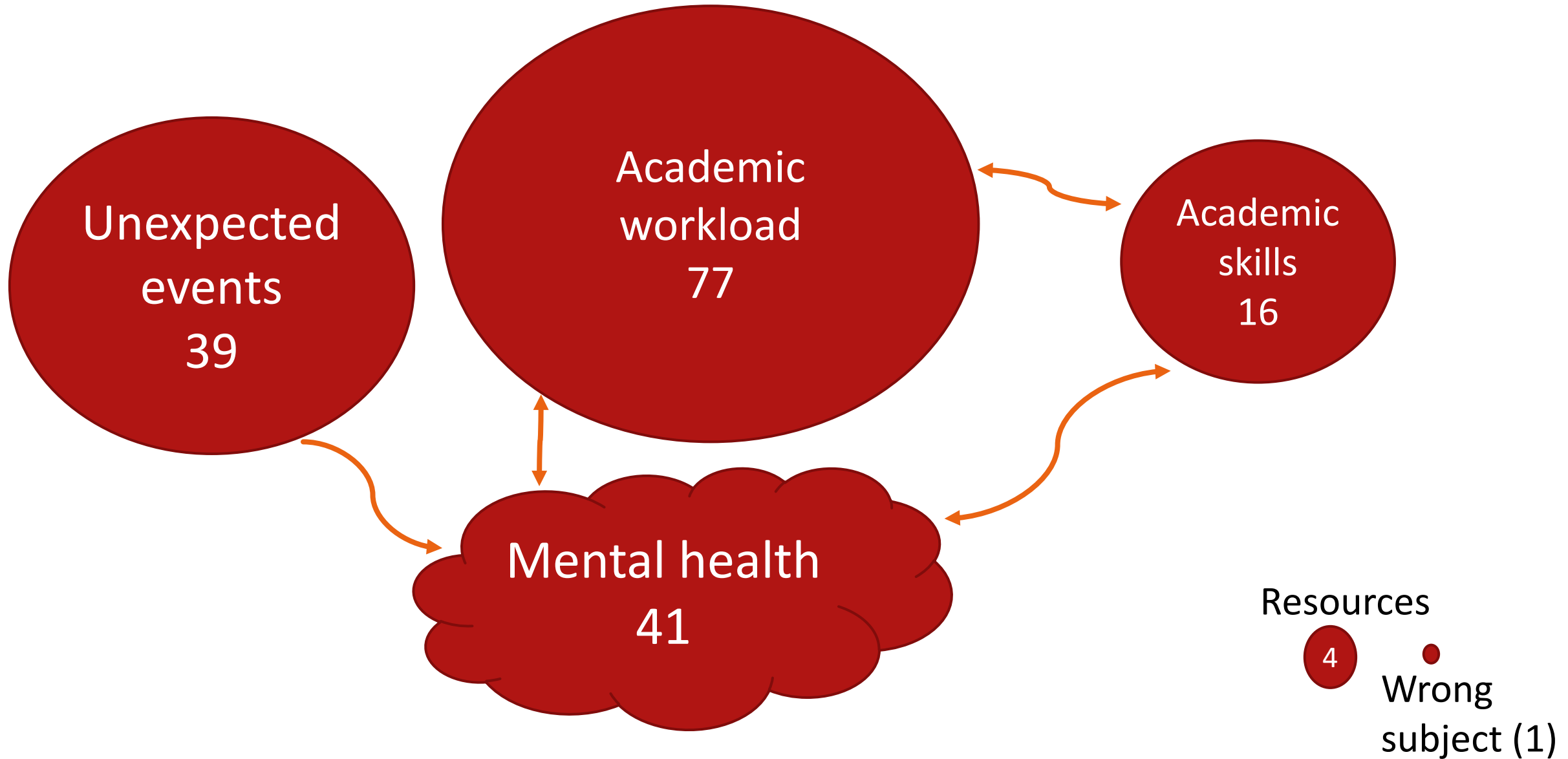


- ▶ A qualitative survey was sent out to current undergraduate students who had a non-submission in 21/22
- ▶ Over 3,000 students were sent a survey
- ▶ 178 responses (5.5%)

Please could you  
tell us why you  
couldn't meet the  
deadline for your  
assignment  
submission?



# Why couldn't you meet the first deadline?



Comparing ethnicities – although limited numbers. White students are more likely to have an unexpected event and Black students other time commitments

Reason for non-submission	White Student		Black Students	
	No of comments	%	No of comments	%
Unexpected events	27	31.76	7	12.73
Academic workload - Time management	15	17.65	11	20.00
Academic workload - Other commitments	16	18.82	18	32.73
Mental Health	20	23.53	14	25.45
Academic skills	5	5.88	3	5.45
Resources	2	2.35	2	3.64
Total	85		55	

Although small numbers, White students tended to have more health problems and bereavements than Black students

Reason for non-submission	White Student		Black Students	
	No of comments	%	No of comments	%
Workload	7	8.43	5	9.43
Lack of time	3	3.61	3	5.66
Unaware of deadline	3	3.61	2	3.77
Lack of planning	2	2.41	1	1.89
Lack of knowledge	3	3.61	1	1.89
Poor teaching		0.00	1	1.89
Lack of support	2	2.41		
Too uncomfortable to ask for help			1	1.89
Work/life balance	1	1.20		
Caring	9	10.84	10	18.87
Other responsibilities	2	2.41	4	7.55
Work	4	4.82	4	7.55
Bereavement	8	9.64	2	3.77
Health	18	21.69	3	5.66
Pregnancy	1	1.20	2	3.77
Mental Health	19	22.89	10	18.87
Low energy/motivation	1	1.20	4	7.55
No study space	1	1.20		
Technology	1	1.20	2	3.77
Total	83		53	



Although small numbers, Black students tend to have more responsibilities outside of studies than White students

Reason for non-submission	White Student		Black Students	
	No of comments	%	No of comments	%
Workload	7	8.43	5	9.43
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No study space	1	1.20		
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Total	83		53	

What have you  
been able to do  
to enable yourself  
to meet  
subsequent  
deadlines?

129 students  
answered this  
question.

# What students have done:



- ▶ They have changed their approach to study (85)
- ▶ They have found additional support (21)
- ▶ They have used mitigating circumstances or extension processes (9)
- ▶ They have attended to mental health issues (6)



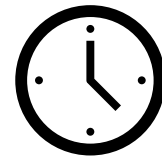
BUT

- ▶ Some students felt they couldn't change anything(9)

# Changed approaches to study:



Managing time better /  
starting assignments earlier



Allocating more time to study



Removing distractions to  
study



Attending lectures

# Less desirable changes (8 students)?



Pulling all-nighters before a deadline



Missing lectures / not attending university to give more time for assignments



Taking anxiety tablets before deadline

# Those who said they couldn't change anything (9 students)

The reasons given for their G grade were:

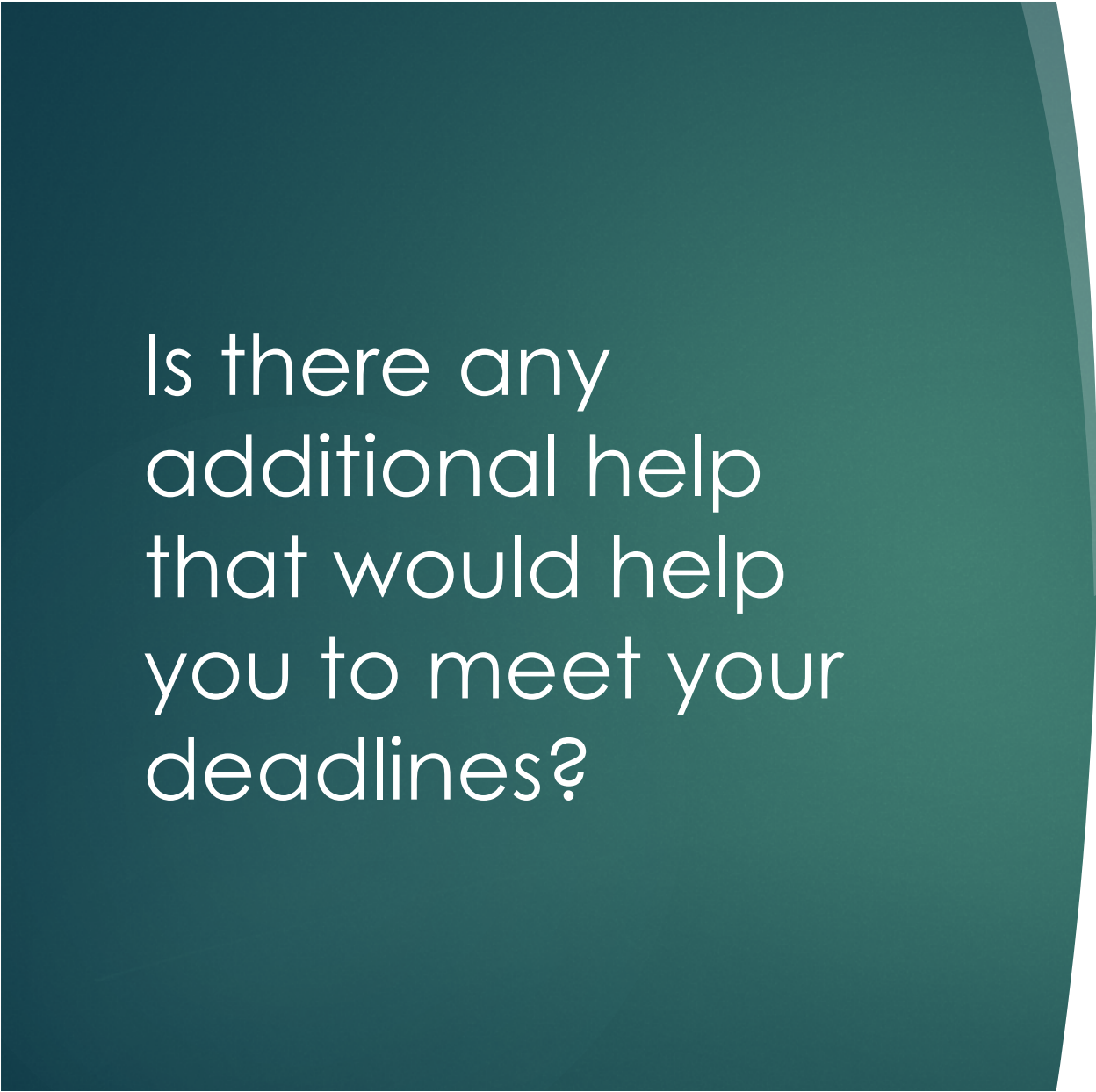
4 mental health

3 family


2 work

1 lack of motivation

1 bad teacher



Is there any  
additional help  
that would help  
you to meet your  
deadlines?



112 students  
answered this  
question.

The university should:

give additional support – from lecturers in particular. 20% of those want someone to reach out to them

“Someone to check in and ask how it's going”

“More support and university/lecturers understanding there is life outside of university and lecturers and university is not always the priority”

“Having more approachable lecturers and feeling more supported”



The university should:

space deadlines more and be more flexible with deadlines  
and giving extensions

“allow a third submission”

“leniency from lecturers;  
if we require an extension  
please just approve it”

“don't put the deadlines  
so close together,  
especially after the  
dissertation”

The university should:  
communicate more clearly

“introduce them [deadlines] in  
classes earlier”

“Stop changing when  
the dates are”

“more communication  
organisation and detailed  
info from staff”

# The university should:

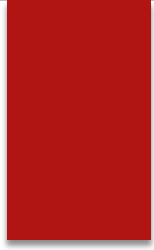
Improve resources on the Virtual Learning Environment (NILE)

“for tutors to have their module documents (including slides, pdf files etc) on Nile instead of leaving it blank it could really help”

“more support for online learning/ resources [...] some lecturer's powerpoints make little sense to follow unless you are able to attend the face-to-face session”

“An easier way to access the information on Nile”

# Ethnicity differences



# What students have changed - No significant differences

<b>Ethnicity</b>	<b>Changed approach to study</b>	<b>Get additional support</b>	<b>Mit circs and extensions</b>	<b>Student feels can't change anything</b>	<b>Total (unique)</b>
White (64)	54.69%(35)	17.19%(11)	9.38%(6)	3.13%(2)	71.88%(46)
Black (43)	65.12%(28)	11.63%(5)	2.33%(1)	2.33%(1)	76.74%(33)
Asian (9)	55.56%(5)	22.22%(2)	0%	22.22%(2)	100%(9)
Mixed (7)	42.86%(3)	0%	0%	28.57%(2)	71.43%(5)
Other (2)	50%(1)	0%	50%	0%	100%(2)
Total (125)	57.60%(72)	14.40%(18)	6.40%(1)	5.60%(7)	76%(95)

# What students want - Clear communication from the university is 90% significant between Black and White students

Ethnicity	Academic support	Clear communication from university	Deadlines and Extensions	Nothing noted	Total (unique)
White (64)	17.19%(11)	10.94% (7)	14.06%(9)	15.63%(10)	51.56%(33)
Black (43)	20.93%(9)	2.33%(1)	11.63%(5)	20.93%(9)	51.16%(22)
Asian (9)	11.11%(1)	11.11%(1)	22.22%(2)	22.22%(2)	66.67%(6)
Mixed (7)	14.29%(1)	0%	28.57%(2)	14.29%(1)	57.14%(4)
Other (2)	0%	0%	0%	50%	50%(1)
Total (125)	17.60%(22)	7.20%(9)	14.40%(18)	18.40%(23)	52.80%(66)

# Takeaways:

- ▶ Students want to 'feel' supported – need to offer more support/scaffolding than currently – including proactively reaching out to students. How can this be managed with large cohorts? Can LD fill this gap?
- ▶ Need to make sure that communication to students both in class and via the VLE is standardised, accurate and easily accessible
- ▶ We need further research to understand any differences between White and Black students.

Any  
questions?







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