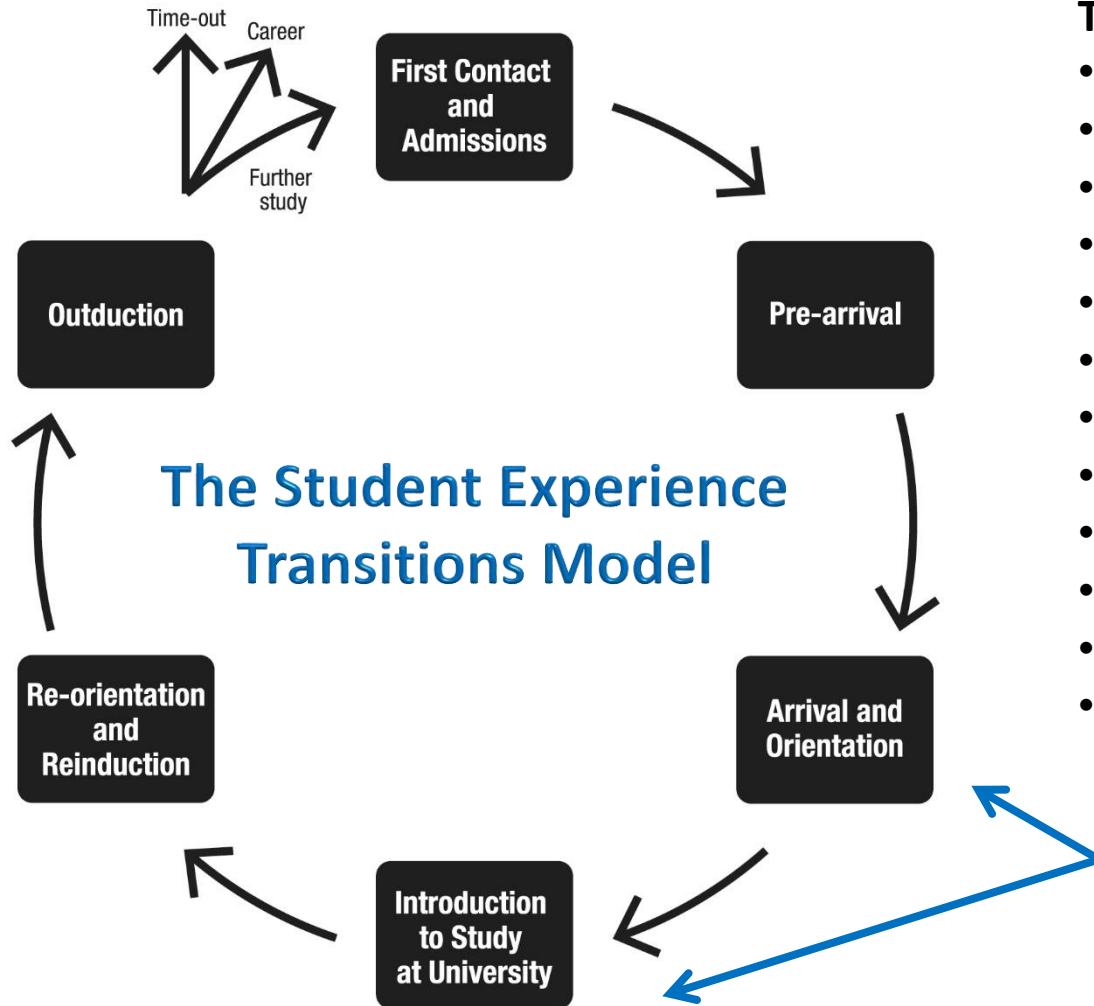




Pressure points by level of study and Covid19 transitions issues

Dr Michelle Morgan and Dr Diane Nutt

Key undergraduate pinch points



The first year

- Learning how to study in HE
- Learning how to live with strangers
- Coping with independence
- Transitions issues- personal, finance, balancing workloads
- Wobble week (3-6)
- First formal feedback
- Placement activity for courses in the first year
- Coming back after the Xmas break
- Exams and results
- Sorting out accommodation for year 2
- Dealing with illness or family illness bereavement
- Managing technology and social relationships online



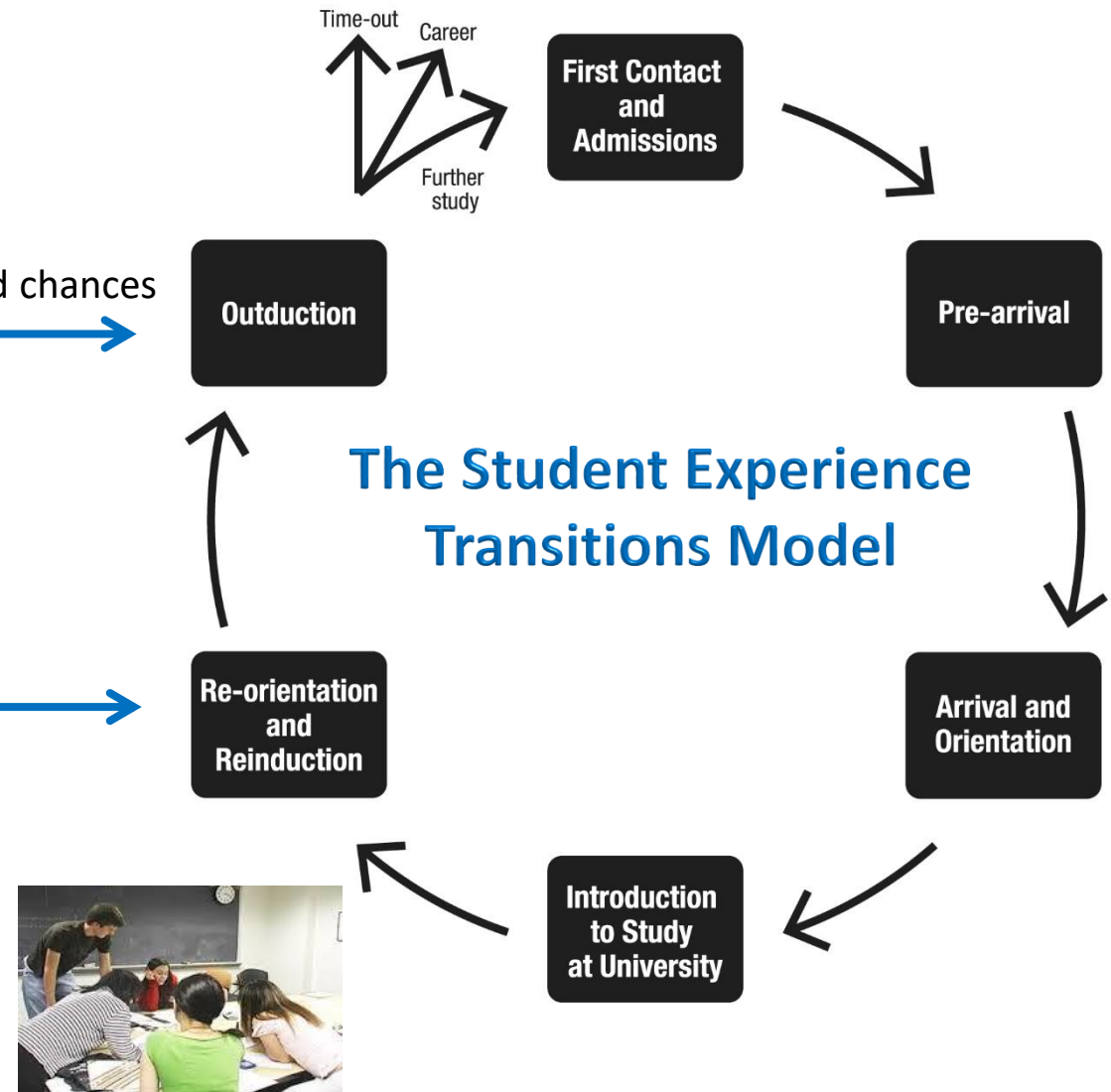
Key UG study pinch points

Preparing to leave

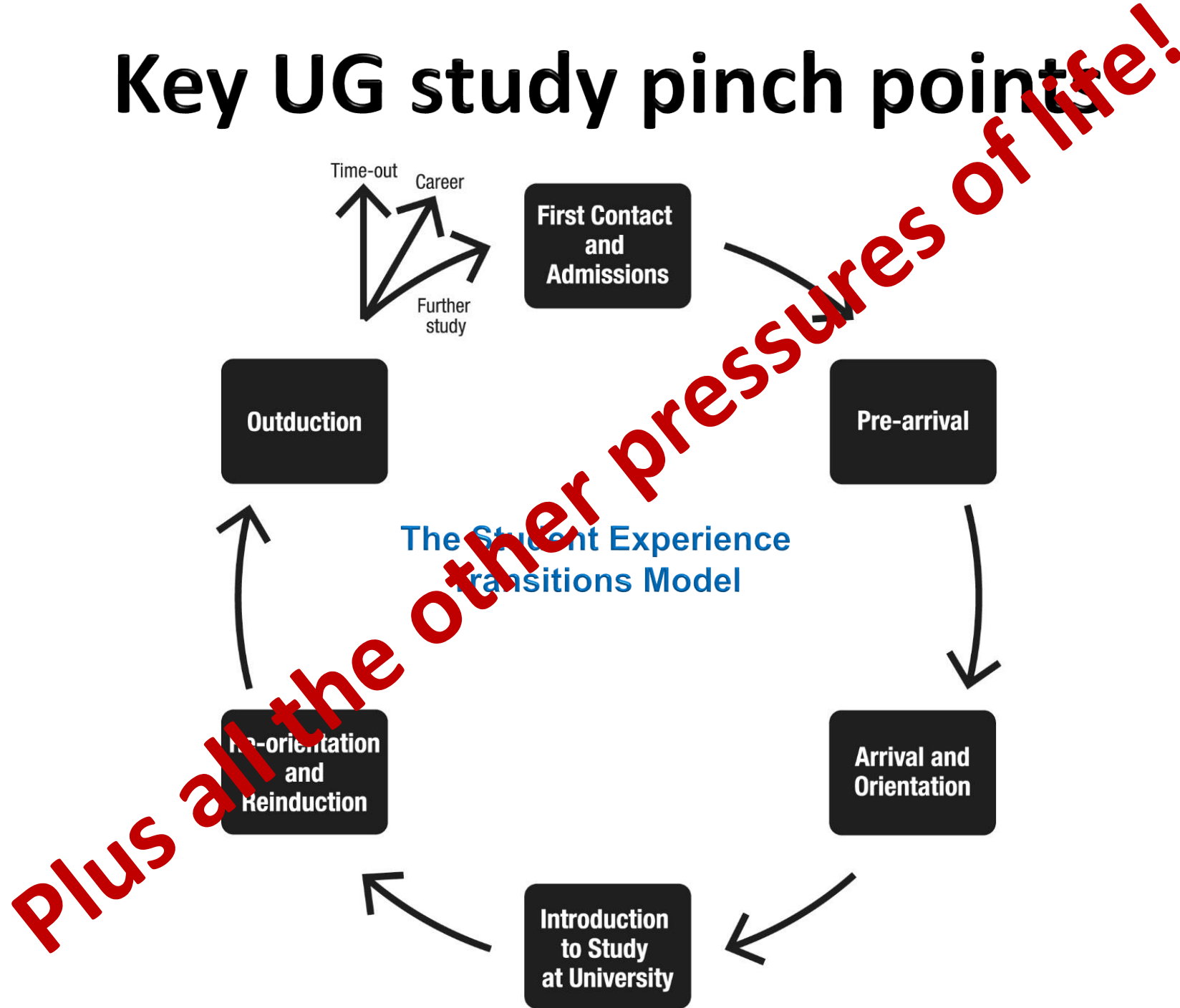
- Worried about results
- Sense of loss
- Not sure if an in-person graduation will take place
- Issues of moving from a structured, safe place to the unknown
- Loss of direction
- Challenges with the employment market
- Family expectations that a university degree will lead to improved chances
- Uncertainty about how employers will view a Covid19 degree? →
- Concern that that teaching wasn't able to cover everything need.

Later years

- Reduction in structured learning and scaffolding
- Increase in independent learning and group assessment
- Mid-term blues
- End of year exhaustion
- Coping with workload and assessment that 'counts'
- University life being different to expectations
- Timing of activities disrupted
- Relationships with fellow students and staff challenged by blended learning
- Anxiety about alternative assessments and the impact on marks
- Impact on placement availability



Key UG study pinch points



Key PGT study pinch points

Preparing to leave

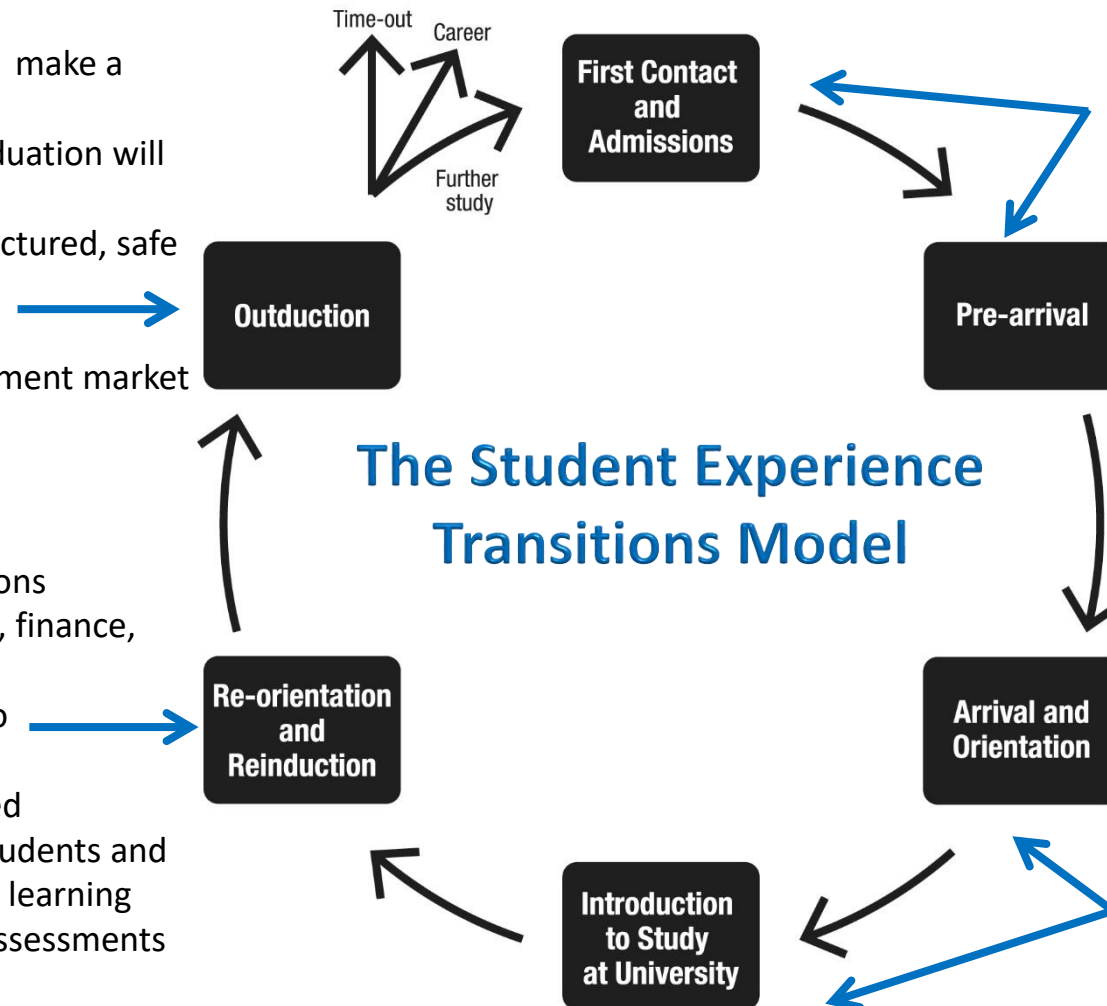
- Worried about results
- Concern about employment
- Will a PG qualification really make a difference?
- Not sure if an in-person graduation will take place
- Issues of moving from a structured, safe place to the unknown
- Loss of direction
- Challenges with the employment market

Semester 2

- Group assessment frustrations
- Transitions issues- personal, finance, balancing workloads
- PGT study being different to expectations
- Timing of activities disrupted
- Relationships with fellow students and staff challenged by blended learning
- Anxiety about alternative assessments and the impact on marks

Start preparing

- Unsure what to expect
- Knowing what questions to ask
- Obtaining funding
- Consideration of value vs cost
- Finding appropriate /affordable accommodation



Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project
Creating change through understanding opportunities and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers.

Author and Editor: Dr. Michelle Morgan and Dr. Nicola D'Amico
Other contributors: Dr. Jane Houghton

Partners: PEP, hqfce, etc.

Semester 1

- Learning how to study at PG level
- Transitions issues- personal, finance, balancing workloads
- First assessment at PGT level
- Identifying skill ability and gaps
- Expectations not met
- Realisation of choosing wrong course
- Dealing with illness or family illness bereavement
- Managing technology and social relationships online

Key PGR study pinch points

Completion and preparing to leave

- Worried about the Viva
- Is it good enough?
- Concern about employment
- What next!
- Will a PhD qualification really make a difference?
- Imposter syndrome

Applying

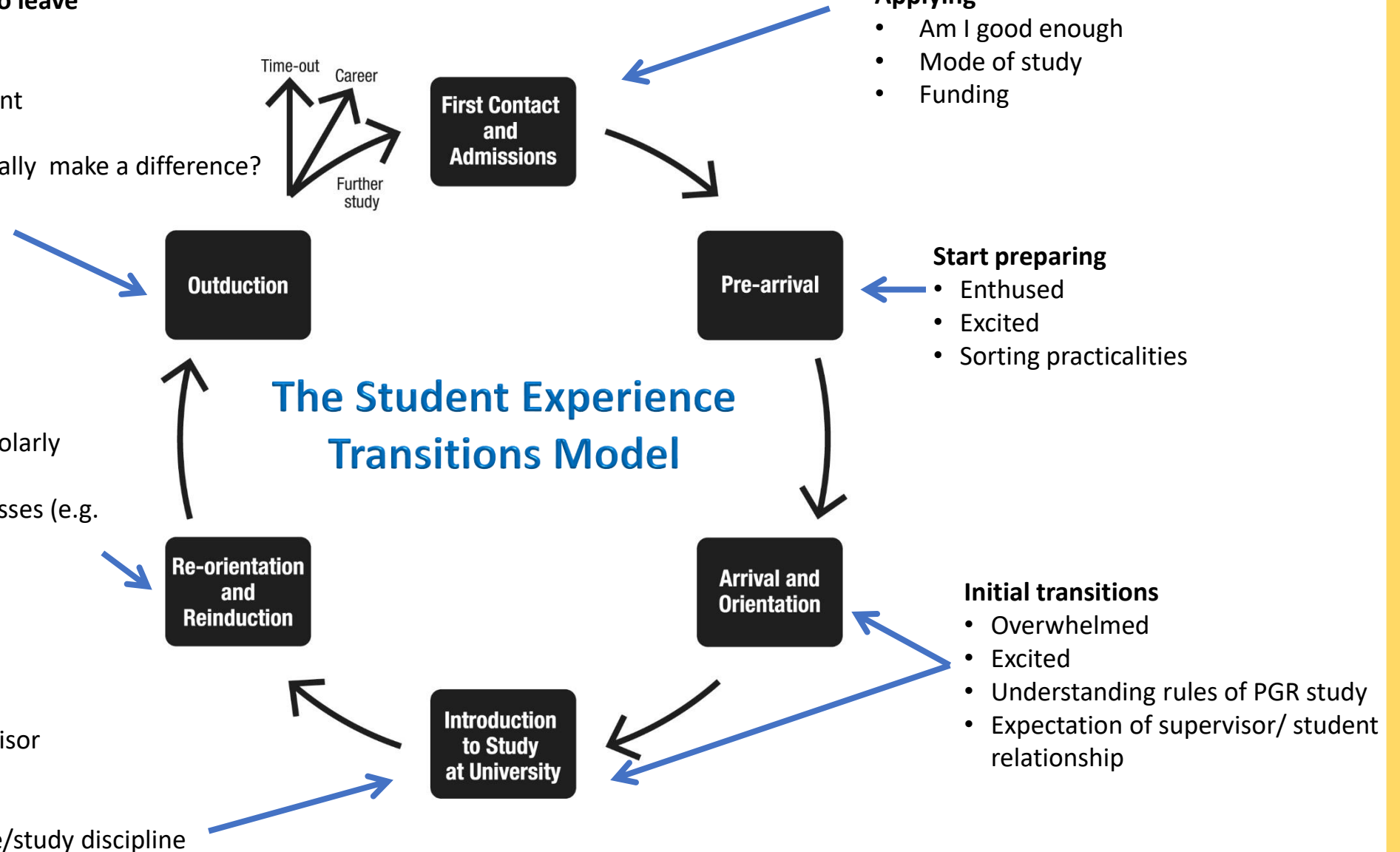
- Am I good enough
- Mode of study
- Funding

Mid cycle

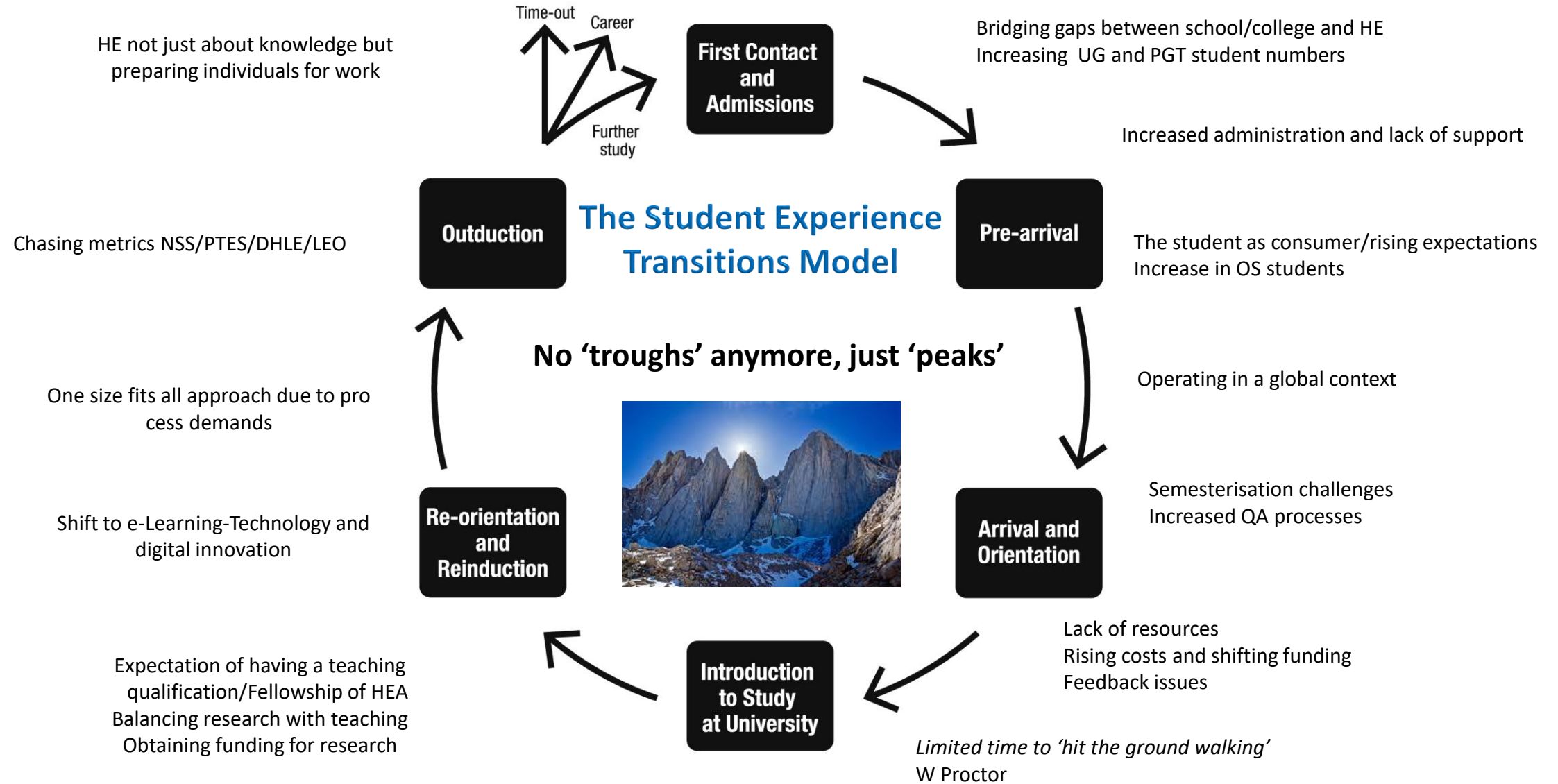
- Writing the thesis
- Loss of focus
- Isolated and lonely
- Struggle/conflict within scholarly community
- Problems in research processes (e.g. ethics)

Early transition stages

- Overwhelmed
- Balancing workload
- Accessing your supervisor
- Changes in supervisor
- Isolated and lonely
- Learning the discipline/study discipline



Staff pinch points



Covid19 specific issues for staff

1. Significant shift to online/blended - difference between emergency teaching solutions for March-May and expectations for October onwards.
2. What happens to the summer (already have planned research, teaching development, holiday, CPD etc)-
How will new teaching be identified and developed for October?
3. Stress and anxiety magnified.
4. Lack of guidance to plan next academic year now.
5. Uncertainty about lockdown extensions, difficult to access real help due to not enough e-learning support staff.
6. Fear that the level of overwork already being experienced will become completely unmanageable.
7. No research time at all.
8. Will the new ways of working be temporary or not?
9. Will I have a job at the end of this?
10. Will the university still be here

