**Dave Puplett, Head of Library Services, University of Greenwich shares a Student Support Case Study**

**Chaired by McKinnon, Head of Partner Development**

**Full webinar transcript - Friday 19 November, 2021**

**Lewis McKinnon** [00:05:52] Hi everyone, thanks for joining. Just let you know we're going to wait until about two minutes past just to let everybody come in. So we're expecting a few more people to join us. I can see we've got 19 already, which is great, but yeah, please just bear with us for two minutes and then we will start. Thank you. Okay. That's two minutes past, so Once again, thank you very much, everybody, for joining us this afternoon. Just to make everybody aware that we are recording this session and we will be aiming to finish at 1:45pm, so we will be pushing forward with that. But yeah, thank you very much for coming to the session on the University of Greenwich and how they ensure positive student outcomes. We're going to be looking at a case study, the sharing of best practice and student experience data throughout the presentation as well. I'd like to introduce myself, so my name is Lewis MacKinnon. I'm the Head of Partner Development for the UK and Europe at Studiosity, and I would like to introduce Dave Puplett, Head of Library Services as well from the University of Greenwich.

**Dave Puplett** [00:08:25] Hi everyone

**Lewis McKinnon** [00:08:33] I was just about so. Dave will introduce himself in more detail later, so the structure of the webinar will be I'll do a bit of an introduction, a little bit of a refresher for those who aren't aware about who Studiosity are and what we do. But it was segue quite nicely into this cooperative relationship and collaborative relationship that we have with institutions and then lead nicely into Dave's section of the presentation. Thank you very much for CABS again as well for giving me the opportunity to speak on the Co-created Personalised Learning panel. And that was the Evolution of Business and Management Education focussed panel I joined at the CABS annual conference that I know a lot of you have seen where this webinar was advertised. And not expecting a fire alarm at my house but yeah, it does go off, obviously respond to that accordingly on your end. And yeah, there'll be Q&A at the end. So obviously with Zoom, it's got the functionality to submit your questions, we'll deal with those at the end, so we should leave enough time to proceed with those. So without further ado, I'm going to share my screen now and we'll crack on.

Andrea, could you allow me to share, please? [00:10:02]Okay, [0.0s] so once again, the theme for this presentation is how does the University of Greenwich ensure positive student outcomes? But a little forerunner into that we're just going to cover a little bit about Studiosity, so it gives a lot more context to Dave's part of the presentation. So once again, my name's Lewis McKinnon, I'm the Head of Partner Development for the UK and Europe, I'm joined today by Dave Puplett, Head of Library Services at the University of Greenwich. Now what is Studiosity? It's online on-demand, study support from a real person. To be specific, 1200 real people that are based in the UK, in Canada, in South Africa, Australia and New Zealand to enable us to give that 365 24/7 coverage. And they're all high quality specialists from diverse academic backgrounds, and that gives us that scalability to provide tailored support for all students. The key bit, and obviously the theme for today, is that collaboration with institutions. So we only work directly with institutions to improve achievement, experience and retention and everything around that. To date, in the UK and Europe, we have 16 partners, but we've been in Australia for about 18 years, so we work with about 75% of Australian institutions. And just to give an idea of scale, and it would be a lot more this year, but last year we provided support to approximately 1.6 million students that had access to our services. So there's few focus areas just from my section of the presentation. Just looking at these expectations when we're working with institutions and the students there and obviously the collaborative approach that comes out of this when we implement the solution, but what this holistic support ecosystem is as well, the services themselves, but the impact and outcomes, obviously to help measure the efficacy of integrating Studiosity services, which moves quite neatly into Dave's part of the presentation as well and finishing with some Q&A at the end.

So these expectations, it's about establishing the clarity and getting that insight when we start working with institutions and we do a lot of independent research around that as well. So obviously, we've got a key stat here 81% recorded that the coronavirus pandemic had a negative impact on the student experience. I don't think that's a surprise to anybody. I've almost had to put that in as we are by no means out of that. It's still feeling the effects quite significantly. But one of the key bits here when you break into that is students' main contributing factor towards that is less face-to-face contact with academics. And that kind of sets the scene for how Studiosity collaborates with institutions that perhaps can't provide that remote support at scale and more frequently, but it is still critical that there is that face to face element as well. Now retention has obviously been a key challenge for institutions across the sector as well. And 71% surveyed students considered withdrawing as a result of studying alone. And one of those key stats again, when you drill into that is that's obviously increased over a two year period, and it's about how we actually address that particular challenge to ensure that we do give students the experience they wish so that they can stay on that programme. Wellbeing - 48% of students use 24/7 online support for when they're not in class. And I identified this is a top study stress prevention method as it compared to access to financial services and aid and smaller tutorial size and lecture classes. It's quite significantly higher. And obviously, study stress and anxiety and the shift to more blended learning, students that are studying through TNE programmes that can't travel to the UK, as part of their programmes if they're on split site programmes, but predominantly online access to their programme material, needing that wellbeing support and ultimately the expectation here. So 63% of students would use an on-demand 24/7 online study support service from a real person - that's the key element here - if it were available. So this is one of the factors here, and this is what's going to come out of today is when we do collaborate with the sector on a bespoke case with an institution such as Greenwich and is made available to students, they really, really take advantage of that. So the services themselves, there are three core services Writing Feedback Connect Live and Student Connect.

So Writing Feedback is this constructive academic writing feedback in less than 24 hours, and that's supported by Connect Live, which is this one-to-one person academic support in real time. So you have the on-demand and real time elements they're working together, and that's supported by this global network I mentioned at the beginning of 1200 specialists. And it gives that 365 24/7 coverage. But we also introduced a new service this year called Student Connect, which is institution led peer assisted learning for any subject in real time. So an example is Level six students that have been there and done that and got the t-shirt from Level four can help provide that real effective peer mentor support using Studiosity services and technology to do that. So this enables differentiated support. So it's not a one size fits all model here, and this is about how the collaboration starts to take shape. So we have our raison d'etre It's more about what we don't do in order to enable that complimentary support for what institutions already provide. So in a nutshell, academic support services for all students are always available. It's equitable support. So, for example, if your students are studying alone, if they are studying blended learning, if they never leave their home country, but they're studying one of your programmes and they have access to your VLE and resources, they will have equitable access to this support as well. And that's all integrated within your VLE, and it's single sign on through the LTI protocol. Data integration, the portal, I'll talk about later on, but that gives the institutions the insights into how effective the services are and also how effective the collaboration is. We have apps as well, obviously, as it's 2021 to enable this support on the go as well. So the collaborative approach - it's always about aligning these expectations and objectives, and they rarely balance, let's be honest. So we've got the student expectations and institution objectives, so we see 24/7 support being in demand has to be personalised. But obviously balancing that with the institutional objectives, you know, trying to develop more online programme content, trying to compartmentalise content for a wider and more diverse audience, but at the same time, improving this attainment and retention, of course. And it's that constant balancing act and increasing the online and blended provision, it does require this adaptation of the existing support and the compound challenge of that is increased self study coupled with more engagement. Those two, you know, not necessarily being compatible previously, but integrating external support such as Studiosity can help address those challenges. And we get to what we call this holistic support ecosystem. So on one level of institutional engagement level, you might have institutional tutors, the peer support, using phone and email, and then it gets into a more granular level with specialist support, where lecturers and content specialists are giving more dedicated support with faculty, administrators and librarians, and then at the very thin end of the wedge near those 'at risk' students where they get additional support from student services teams, and it's that critical tailored support. But Studiosity comes in at an early intervention stage, and that's where we integrate. And that's where you get this equitable support for all students, which complements academic delivery. So that's again focussing on what we don't do - we don't teach your content, that's not what we do. But we give that personalised feedback to help students articulate your subject matter knowledge more effectively. That coverage 24/7 365 online and device responsive, enables this on-demand and real time access to Studiosity services. So this complementing of existing support is really critical, and it's an essential message we try and get across. We're not there to replace anything. So that's why I like to put this stat in here, because when we do survey students and the percentage of students that ask someone for help after class or off-campus, the majority still want to speak to somebody at a university. But that's the key element here is the university staff can't be available 24/7. In an ideal world, they would be, and that's where Studiosity services complement and augment the existing support services that are in place. So that collaborative relationship, what does it look like? So on a very top-down level, based on an institution's objectives, we can be integrated to target academic support where it's needed. So it's either institution wide or academic level or a targeted cohort. Talking to CABS institutions and institutions that we've worked with previously as well, many start on a pilot stage with a more targeted cohort measure the efficacy of that and then roll it out to either wider academic level or several levels and ultimately institution wide and build it from there. Well, essentially because we do year round implementation and we have a very structured implementation plan, using the RASCI framework, it enables us to be highly flexible and highly adaptable to an institution's own requirements. That fast and resource lite Studiosity led VLE integration means that the technical cost and resource that was previously needed to implement external solutions is not required with Studiosity. And the other elements of this, what does it look like when we come towards this deeper level of collaboration? So we work towards a needs analysis, in advance of a proposal, because every relationship is bespoke, even University of Greenwich. So with the cohort size being one component, we look at the learner profile. And what I mean by that is what year group, what programmes, what are their unique requirements that they'll need for support? And then we ultimately determine the projected usage from that as well. We do demonstrations of course, so that stakeholders at the institution can get an insight into what that might look like from a staff and student perspective. And we consult with internal support stakeholders IT, academics and SLT to make sure everybody has full transparency in the process. And of course, we build these case studies like we're doing today, and we developed the engagement with our existing community. So just to finish my section of the presentation looking at data and insights before it leads on Dave's part. The data and the insights are essential. So anecdotal feedback has always been there from an institution stakeholder perspective, Studiosity enables you to quantify that, but you also link the qualitative outcomes as well in terms of the student feedback, and you get that in two forms; you get that in the partner portal, which is the self-service portal element to access your data from your students using your Studiosity experience; but also you can integrate this using a data API as well, and that enables you to gain greater clarity, this deeper understanding. So, for example, this graphic on the screen here, it might not mean anything in terms of its raw data format, but when you actually start to utilise this data more effectively, working with us, helping work on particular department level and you look at these peaks and troughs, they really start to explain a deeper story. So you might see a peak identifying these learner trends by combining that internal experience with the data, and you might be able to identify what these peaks mean, so it might be an increase in referencing queries from your student body. So that might be highlighting development areas for particular departments, programmes and modules as well, but also the lull of demand in the service, as well is equally important because you can then triage these internal resources that you already have in place to give greater impact. One example being a support plan for identified at risk learners to make sure that they get the right support for them. So ultimately, bringing all this together gives that data integration that detailed reporting, and it demonstrates this efficacy of a collaborative approach to individualised study support at scale. The impact and the outcomes are demonstrable, both on a student and an institution perspective. So I won't run through all of these in detail, but as you can see on the screen here, I'll pick one out from each. The awareness of skills is a key outcome here for students, so 83% had a greater awareness of the academic skills required to avoid plagiarism. Academic integrity has been a key theme for us in 2021. It's been a key theme for institutions that are working with us now in 2021 and going forward as well. And on the institutional perspective, just understanding that out-of-hours demand. So for example, the University of Roehampton sees approximately 66% of their usage of Studiosity services out-of-hours. And that is really telling. You know, it's fair to say that there is demand for the internal support services in university hours, but they were able to augment that with Studiosity services to ensure that students had equitable access to support. Dave's got some bits about the NSS as well, bespoke to Greenwich. I've got a bit of an overview here just from our experience. So Professor Liz Thomas did an excellent piece of independent research using Studiosity in 2019, called The Impact of Studiosity on the Student Experience, and that benchmarked a series of questions from the NSS and those institutions and students that use Studiosity and looking at the impact there and across the board. There was a general increase in student satisfaction from both full-time and part-time students when they used a combination of Studiosity and internal support. So that key work, the combination of the two. So that's me. I'm very, very happy to hand over now to Dave Puplett, Head of Library Services at Greenwich. So, Dave, over to you.

**Dave Puplett** [00:23:54] Thank you very much, Lewis. So Lewis is going to steer the slides here and I have to say that University of Greenwich is not a corporate user of Zoom. So for that I'm very grateful that Lewis is going to take some control, so I'm just going to give him the nod every now and again so we can move the slides on. So my name's Dave Puplett, Head of Library Services at the University of Greenwich. I've been here in one role or another actually, since about 2014, but I've been Head of Library Services since 2018, I believe so I'm very comfortable here now, but it's been a very interesting few years. So there's a picture here of our historic campus at dusk, it's absolutely beautiful. There are more pictures of in here of libraries. But I'm going to tell you a bit of background about us as a university and more of a case study about the relationship, a bit touching on how Studiosity fits in there, but also how we work as a library service. So if you could just tick-on Lewis that would be great. So we've got a lot of students based here in the UK, 19,000, a lot of those are part-time, about a quarter of our students. And again a quarter of those are postgraduates. In any aspect you cut across our student body, you will find diversity of those students, whether they're distance learners, whether they are mature, their mode of study, also which campus that they're studying. We've got three campuses, so the one that I'm talking to you from now here in Greenwich, one about 20 minutes down the road in Eltham, our Avery Hill campus, and I'll share a campus in Medway. We share with University of Kent and Canterbury Christchurch, so we have students all over. We also have a lot of students studying wholly overseas at our international partners, and they really are all over the globe, so the University of Greenwich really is an international university in terms of where they are studying, but also the background of students who've come to Greenwich in the UK to study. So we're hugely diverse. That's really exciting, but it's also really challenging. People come to us with such a wide variety of backgrounds and they'll be here on different days of the week. They'll have different qualifications, levels of study, and that means we need to be really dynamic and flexible in what we do to help support them. They're also studying a really wide range of disciplines, so we have four faculties. You can see them listed here. We touch on a bit of everything here at the university. If you could just skip us on Lewis. So this is a video that our marketing team, I've only just received. So this was filmed just this summer and I'm really excited about this. It's shot by a drone, believe it or not, flying through the library first thing in the morning before anyone got in there. So it's just after we were taken away with one way systems. This is our Stockwell Street library, so this is actually where the business subject is supported from. At the end of lockdown this was the first library that we opened pretty much as soon as it was legal for us to do so. We thought it's really important for us to be able to give students who didn't have any study facilities at home or their IT connectivity, somewhere to come. But we didn't offer any on campus support. All of our support was available remotely. So getting rid of the one way system out here was one of the happiest days for us in the last two years. But pretty much everything inside here was bookable, very limited. The pivot to online was a critical moment for us and we just jumped to that really rapidly. But as you move up through the building, you're about to see a space that's got some branding on the window called the Academic Skills Hub. That's a really important part of our overall service. It's what these colourful lines that you might be seeing point you to. And that is the home of our Academic Support team. It's where our librarians and our skills tutors deliver workshops one-to-one training and support. And it's the convalescents, the meeting point of students and expertise about how you do your, your study. It's a really important place in what we do, but we have an online equivalent of that. The online version of the Academic Skills Hub. I mean, through the lockdown period, the library team was asked to go quite far beyond our historic remit. And by the end of that summer, we were being asked by the university (you can see it in the background there) we were being asked by the leadership at the university to lead orientation for new students in terms of their skills capability as they arrived to university. Way beyond just helping them around, finding things in the library, but actually, how are they going to adapt to university life? Okay, we can skip on from that one, there Lewis, thank you for showing that. So the Library Services team that I lead, it's got a number of teams, some of these are client recognisable to anyone who's interfaced with library services in common UK university, a Collections Team, Youth Services team who run spaces like you've just seen, expertise about working in collaboration with educational partners both in the UK and internationally, the Academic Support team who run that space that I just hinted at, now that team came together about three years ago, just at the same time that I joined, and that has got our Academic Support Librarians, but also our Academic Skills Tutors. So they are academic staff, come with academic background who do tutoring of students about their study skills, but they're in one team around academic support. And I'll tell you a bit more about that team in a few moments. And the newest team to have joined the under the umbrella of Library Services, which is Academic Learning Enhancement. So again, a team of academic staff who lead in the university about teaching quality or teaching enhancement, about supporting the academic community in their delivery of teaching so they they deliver PG Cert in Education, they help academic staff on their journey in accreditation with advance HE, quite a wide range of portfolio of services and support to academic staff as they hopefully develop and improve their teaching. So learning technology comes under this remit, and it's brilliant to have that under our umbrella because it means that we are supporting design, delivery and support to students of their academic life from end to end. Right, if you could just hop us on one more slide threre Lewis, I'll tell you more about academic support. So as I was saying, we support students at every stage, both when they come into the library and ask a question, but also at the design stage of their programmes. And because we have also been tasked with supporting them when they are almost at the pre-arrival to university, right through to the moment that they leave us, we see every aspect of student life. So we've got a lot of support from our leadership around the university to basically put our hand up and say, this is what we think students need and get the right tools in to help support that. But also change, recommend changes to the way that the university is organised, set-up and run, when we think it's going to benefit students outcomes. Having the combination of skills, tutors and librarians in one team is very complementary and it also gives us credibility to have those conversations with the wider faculty. And this is where the Studiosity service, because this team is the lead team for this service in Greenwich, works really well. This came about, I think it's going on two and a half years ago now, and this team was seen as the natural home to lead on it because it's again, it's a team that I saw as being able to influence and support the whole university, not just individual students. But they were delivering a lot of their support one-to-one, and we wanted to achieve a wider scale of success. Now actually, the idea of implementing Studiosity at Greenwich wasn't our own idea. [00:33:01]It was brought to us by Deputy Vice-Chancellor for Academic but we really seized on on the opportunity because, as Lewis said earlier on it, it wasn't seen as something that was going to replace anything we were already doing, but it could really complement what we were doing. But it did actually save us a bit of time because our tutors and librarians would often get students coming in and saying, can you, can you give me help with my essay? Of course, to say absolutely, we can do some of that, but we don't want to be sitting there all day long, helping you with your grammar or telling you that your sentences are too long and these sorts of things. [36.0s] And we developed our arrangement with Studiosity in such a way that it empowered our team to find some extra time to work with the faculties on where where they could invest extra support in supporting the students about the quality of their academic skills and direct students to Studiosity in their own time. And in fact, also in quite an approachable way, where some students would come to us direct, but a lot of the students would not. And this actually had the effect of lifting overall standards. And we did that by doing it initially, quite small pilots and testing the waters, seeing what the feedback was like, looking at a lot of data and graphs like, not too dissimilar to the ones that Lewis showed up on the screen there, and then developing it from there. So to the point now where we have a university wide service, certainly for all of our students who are here in the UK. And we've done that in partnership with our faculties, so we have representatives from each of those four faculties who give us insight into, and help us interpret the usage data and figure out the best way of embedding services like Studiosity, and we have others as well, into the right tools or into modules, into the day-to-day delivery of programmes and modules. Right, Lewis if you could skip me on one more slide, that would be really good. Thank you. So there's a couple of ways that this becomes apparent to us further down the line, and one of those of course, is the National Student Survey, which you can't avoid looking at and trying to understand. And the other is how we look at this at a macro level across the university. And so for Greenwich, we, like everyone, had to adapt really quickly to go into the pandemic and we really didn't know, we thought we were able to adapt quite quickly because we had lots of services that were ready to pivot to an online environment. The academic support team were not learning on day one how to deliver an online training session. They were pretty ready to move to this environment. We had a good combination of physical and digital support available. Studiosity is a good example of that something that's time shifted. People can access it in their own, in their own way. It's embedded into digital services around the university. Because we didn't know really how we were doing, so we were quite keen to look at the NSS to try and understand what that story might look like. We were also in a time where - all finances in universities are very closely scrutinised, you got to make sure you are absolutely extracting the right value - so when the results of the NSS did come out, we did have a close look at that. So if you could just skip on Lewis, thank you. And we saw that although the sector as a whole dropped and Greenwich was no different, I'm not going to claim that our results are perfect. We dropped, but we dropped a bit less than sector as a whole. And that tells me that we were pretty well prepared to go into this period and that we were doing some of the right, some of the right things. And we look at the qualitative data as well as the quantitative. So I've got an example, a quote that I pulled out. We do have an annual report on this to share with our senior leaders, and there were lots of examples of this where students were picking out the the best things that happened in the university and they were referencing the online support. They weren't talking about library. And so we weren't just doing the keyword search of the word library and hoping to say, see positive stuff there. But we thinking about all of the things that we deliver that students might have picked up on. And they were saying a lot of things like this, which really gave me a better feeling through some of the dark moments that we've all lived through in libraries and universities in the last 18 months. I got just two more slides I wanted to show you, and it tells you that the data side of this and hopefully Lewis, and we didn't practise this, but you might be demonstrate it by flicking between the next two quite quickly because you can see the difference between the gap between Greenwich and the sector. So hopefully you can see the fourth one along here is Question 19 in the NSS is the library question. The blue bar has got a gap there where it's a bit higher than the orange bar, which is the sector benchmark. So I was pleased to see that we were above there, that's different. So if you click on the next one, you see, there wasn't much of a gap the year before. So we grew that gap. To me, that's a good news story that we've, we've ridden out a difficult period quite well and that shows to me that we've made some pretty good decisions in structuring a team that is understanding academic delivery design from end to end. We know what students are going through in every aspect of their academic journey. And we're well placed to cope with it. What is now back to being a hybrid of the digital and in-person university experience. OK, I think I've been talking long enough, so I've just got one more slide to tell you about, which is where we're at right now. So when I talked about the Academic Support Team and the Libraries Services as a whole trying to reach a higher scale of delivery around the university, being embedded in our programmes and academic life. There are four things here that show, I think, what we've been able to achieve. So we have a course for all of our returning students and direct entry students at different points in their courses and also now for returning students who need a bit of a kickstart coming back. This is the sort of scalable offer that in the past we haven't been able to achieve, and we've been able to free up some resources and be thinking tactically about how we deliver. We have a [00:40:11]'Brief Fest', [0.0s] which is the evolution of that induction for new students, and it's become a real success story for us here. We have a conference for students. And students are a big part of the delivery of that. And I should say that all of these, our own students are heavily involved in the design and the delivery because we actually employed a lot of students in that time. And that's so valuable for the support. They give a lot of peer support to their own fellow students. And last but not least, and Lewis referenced it as well academic integrity. It's so important that we're not trying to solve this after it's happened, but we are helping students understand the importance of their own work and owning this issue. OK. I think I've reached the end of my slides and it would be great to draw this phase to a close and now up for a bit of discussion.

**Lewis McKinnon** [00:41:10] Thank you so much Dave. I think the the main thing I take away is just, again, this collaborative nature being, you know, finding the comfort position for where Studiosity can sit. It's, every relationship is bespoke. It's not a silver bullet by any means to solve an issue, but it can help augment these existing services and some amazing initiatives and services in place of Greenwich, by addressing those gaps where, where students do need support that is not physically possible, and it loops them back in critically so those amazing initiatives that have been put in place. So we've got about 10 minutes left, which works out absolutely perfectly. And that wasn't rehearsed, I can tell you that. And I'm opening the floor really to anybody that has any questions. So we've just got one from Nick Russell that's just come in, which is: which out of the three Studiosity services does Greenwich use and which one gets the greatest take up?

**Dave Puplett** [00:42:08] Yeah, I can definitely answer that. It's by far the Writing Feedback, so people uploading their essays or their written work for feedback. So that one dominates, and we're absolutely fine with that. That's the main service that we look for Studiosity. The students really, really like that, they tend to get their essays back in, there's a guarantee that they'll get it back within a much longer period, but they tend to get back within a few hours. And we're very happy with that aspect. The other services are, I would say, peripheral. They're not the main part of what we would consider the main contract, they're useful, but we - they're not as heavily promoted or pushed to students. But they're absolutely part of the portfolio, but it's the Writing Feedback that really, it's the one that grabs students attention and they get the most value out.

**Lewis McKinnon** [00:43:18] Thanks for the question, Nick. Jackie Chelin: Do you have any learner profiling? Do you do any learner profiling as part of your induction events, for example, to identify gaps and provide something for students to reflect upon?

**Dave Puplett** [00:43:32] We have done a little bit of this because we have the Jisc Digital Capabilities tool, so we've been working a bit with this to try and identify where the gaps are amongst the student body about their own capabilities. But I'd say it's quite early days for that, so I'd be interested if anyone has gotten further along the lines with profiling their communities.

**Lewis McKinnon** [00:44:04] Thanks for the question, Jackie, just to add on to that as well, from our perspective, we've seen some institutions now using an allocation of their minutes that being the currency that is used for institutions where students draw down in their interactions from minutes, for the first assignment and the first assessment. And they are deeply embedded so that all students submit their initial drafts through Studiosity's Academic Writing feedback service, and they get a really strong overlay initially of what feedback their students are asking for. And you get all that quantifiable data that is right at the beginning of the academic year, and then they're able to benchmark this across the year and that's an initiative that a lot of institutions have taken on amongst themselves to get a real deeper insight to track that learner profile across the year. From Hazel Gant: Has there been any measurable impact on academic misconduct cases?

**Dave Puplett** [00:45:05] Sorry I'd muted myself. We're in the first year of a pilot of running an academic integrity course in one of our faculties, and we just extended it to another faculty that have been interested in running that material. So it's too early to see whether it's going to have an impact later down the line. But I'm really so keen to see that it does because I sit in a lot of the panels in the faculties, and I just despair at some of the stories that we hear because these are not bad students who set out at the beginning of the year to just cheat when they got the chance later on. I know this will, if it hits the right students at the right time, this can make a difference so I'm, I have a lot of hope that this will make a difference if we get it right. So we're working quite hard on the content, but it's really early days.

**Lewis McKinnon** [00:46:00] Just the access to having services like Studiosity helps as well. The anecdotal feedback and the quantifiable feedback from our partners suggests that when the service wasn't available and students were panicking their anxiety about assignments submissions, they were using more nefarious sources of information because they needed to try and get something in and put something together. But because the institution invested in integrating Studiosity and it was endorsed by the institution, it had a demonstrable impact on reducing those instances of academic misconduct as well, because there was always that channel available to access support. Victoria Watt asks: How does the link from Studiosity back into the skills team work in practise? In other words, what does the student journey look like?

**Dave Puplett** [00:46:48] Thank you. I just want to say back on that last point about misconduct, when students were surveyed 'why did you end up doing some sort of cheating or misconduct?' They say it's because of time. I just wanted to make that point. The link between Studiosity and the Academic Skills Team comes out in different ways. So we can see all of the usage data. So we have an Academic Skills Assistant based in that team who can monitor all of the usage. So there is a limit on how many times people can access the service. We don't, frankly, we don't pay for an infinite amount of time from Studiosity. And that's a sensible decision. If people need endless goes at uploading their essay to get grammatical feedback or structural feedback, then something's going wrong. So actually, if people use it a lot early on, then we have an intervention point where they will get referred to us. Or if something is flagged up by the Studiosity team in their feedback, if they, let's say that they submitted their essay but they said, I am extremely anxious that I'm going to fail, I'm really, really worried - then the Studiosity team would write to us and say, this someone has a problem in what they're writing, we think you might want to go and look into this. So, my team can then proactively go and do something about that with the student. And that's understood in the data sharing agreement between us that this is an appropriate relationship with Studiosity as a provider of services to us. So we do that a few times each term. And if students write to Studiosity and say, can you offer this service? And it's outside of the bounds of what Studiosity do, the Studiosity tutors have got a list of things that Greenwich have got available. So links to our Live Guides or our Academic Support Team. So there is a flow of information between the two, to signpost people in the right direction. So it's reasonably complimentary. We were quite worried about that in the setup phase, but we got over that.

**Lewis McKinnon** [00:48:53] Yeah, just quickly to add on to that as well, the early intervention flagging from our Specialists is a really critical point that Dave's made, so it's another angle of how deeply integrated we are within an institution's stakeholders in particular. So if students are deemed to not be grasping particular elements of referencing and it's a regular occurrence, it's flagged confidentially in the key stakeholder and the institution picks that up, and that's all through that partner portal. So again, it's highlighting that data analysis at being critical. Going back to the questions, we've unfortunately only got a couple of minutes we might run over by one, apologies, Jackie again: Have there been any issues with students contacting Studiosity during an extended online assessment?

**Dave Puplett** [00:49:39] I don't think we had a problem with that. It has been discussed once or twice how we might manage it if it did happen, but no.

**Lewis McKinnon** [00:49:45] Thank you. Just in the interest of time will go to Theresa on this one, Theresa Bourne: Does contact with Studiosity decrease as the students progress through their degrees? Or is there a dependent nature throughout? Good question.

**Dave Puplett** [00:50:04] We absolutely hope that it will decrease, and the advice from Studiosity has been to us that it will and that at more established clients that they have, that that is the pattern. But once you've had it in, set up in your institution for a few years, that is the pattern that's what happens. Because people wean themselves off. And that's why we've got that cap of how many uses you can get because it's not there as a constantly on tap service, just like in your own academic support teams or librarians if you do one-to-ones, if the same person comes and tries to book 10 every term, at some point you're going to try and wean them off your service.

**Lewis McKinnon** [00:50:47] Yeah, we see a general trend across the world, actually, where level six students will use it less frequently than level four students as an example. Some students use it quite frequently alongside level four students, as well, that's a very general pattern. But it is certainly bespoke to each institution how they target these Studiosity services as well. I think we've got time for just one more question from Thomas Peach, Thomas asks: Studiosity's Accessibility Report explores how the FAQs platform is third party and currently not accessible. Has Greenwich explored ways to ensure that the 24/7 out of hours equitable support offer extends to disabled students.

**Dave Puplett** [00:51:33] Apologies, I muted myself again. No, I wasn't aware that it is actually not meeting an accessibility standard, so we do review this for our suppliers at intervals. So that's a question I'm going to lob straight back at Studiosity. If Lewis isn't aware but we'll answer at some point, I'm sure.

**Lewis McKinnon** [00:51:51] Absolutely no, and that's absolutely fair. We do have a very detailed accessibility requirement guideline on our website. We can circulate that to everybody as well for the link for that. There are areas that we continually work on to meet those expectations, and there are those that we already do meet and exceed. So full transparency for that is always provided to institutions in advance. And it's a continual effort towards making sure that all students have not just equitable access, but those that require specific accessibility requirements as well. So thank you very much, we're one minute over, deep apologies for that. But I just want to give a special thanks to Dave again and everybody that attended. Really appreciate your time this Friday afternoon. I hope you found it extremely useful, as I said we've been recording the session and we will circulate this. My colleague Andrea, who's on the call hiding behind the yellow 'S' will be circulating this and if anybody has any questions that they haven't had the opportunity to have answered today, please feel free to get in touch with me. I'm sure Dave will not mind answering some of those additional questions as well, and thank you very much again for your time today and have a good weekend.