UNIVERSITY OF LINCOLN STUDENTS' UNION
2015 Membership Survey Analysis
Speak Up. We Are Listening
Executive Summary

The annual Students' Union Membership Survey presents an opportunity to gain valuable student feedback on our services, including awareness, service quality, support, and the communication received as a user. Analysis of the results allows the organisation to identify areas of strength and of development and provides evidence to create change for the year ahead which will enhance the student experience in Lincoln.

The 2015 Membership Survey, branded 'Speak Up. We Are Listening' received 1,876 unique responses. Due to the sustained promotion of the survey through the means discussed in the methodology below, we engaged just over 14 per cent of the entire student body. The sample size was sufficiently large enough to be representative of the entire student population, with a maximum confidence interval of just over +/- 2 per cent at a 95 per cent confidence level. This survey is the only large scale survey conducted with students at the University specifically. The only other larger piece of market research into the student experience is the National Student Survey carried out by IPSOS Mori into final year students experience.

Number of Respondents: 1,876	**Percentage of Student Body:** 14%
Increase from 2014: 603 responses	**Launch Event Responses:** 150
Undergraduate Respondents: 1,790 (95% of total respondents)	**Postgraduate Respondents:** 86 (5% of total respondents)
Mature Student Respondents: 359 (19% of total respondents)	**International and EU Respondents:** 115 (6% of total respondents)

With an increased sample size, it is positive to note that levels have been maintained with some areas that have seen improvement:

Headline results

- Increase of members 'Agree' that communication is effective
- Decrease in members that are 'Very Concerned' about Isolation, loneliness or bullying
- 97% of members feel Student Union events are safe

- Maintained effective representation of members
- Increased awareness of the Course Representation System partnership between the Student Union and University of Lincoln
- Greater awareness of across campus campaigns
- Decrease in 'Very Concerned' generally of issues members feel they face on a daily basis
- Very high level of awareness of Students' Union commercial venues
- Commercial venues performed well in terms of value for money and ranked best when compared to high street menu prices
- Increased awareness of volunteering service

Four main development areas have been identified; to address these issues would result in higher satisfaction of the Students' Union. These include:

Development Areas

- Members to feel they can Influence what the Students' Union does
- Members awareness of who the Sabbatical Officers are
- Improve employability with the opportunities the Students' Union provides its members
- To provide an independent Support Service

Key recommendations have been listed below. These will be expanded upon throughout the report:

Key Recommendations

- Employability plan which would focus on providing better access to workshops, Job Shop and trips to employability events
- Improved email content management to ensure effective and informative content
- Enacting democracy review
- Heightened marketing and Communication of Sabbatical Officers to ensure awareness of the roles throughout the year
- Revised Rep training to include NSS Action Plan Workshop
- Better support for Liberation groups and PG Reps
- Recreate the success of Tower Bars' menu at The Swan
- Consider relocating Box Office / Reception
- Open Advice Centre
- Improved content management of communication and creation of news stories to close the feedback loop

Methodology

The fieldwork for the survey was conducted between Monday 16th February 2015 and Friday 6th March. Surveys were conducted through a combination of face to face (GOATing) and online methods.

The majority of responses were achieved through GOATing. This was conducted via iPads and paper copies of the survey, which contained 29 questions which all members could answer and additional questions regarding Reception/Box Office, Volunteering and Activities, depending on involvement with our services. While the majority of questions created quantitative data, some questions (particularly when seeking justifications or suggestions for improvement) required qualitative responses; these allow us to see students' specific issues, successes and ideas, and inform deeper analysis of the survey data.

The results were broken down into the following sections:

- Membership
- Communication
- Representation
- Course Representation
- Reception
- Commercial Services
- Events
- Employability
- Volunteering
- Activities

Certain sections included routed questions which were only applicable to volunteering and those in a sports or society.

Promotional Activity

As part of the promotion campaign, students were encouraged to participate through social media. Business cards were also produced to hand to students in the field in the event that they were unable to participate at that time. These cards served as a reminder to participate at a later time and included instructions as to how to do so. Poster publicity was also distributed around campus, including in our student venues, while social media efforts were supported by partners in various University departments via their own channels. Our all-student e-newsletters were also used as a promotional tool.

Promotional Staff, Sabbatical Officers and members of Marketing & Communications targeted various areas across campus at times when footfall would be highest, such as at lecture changeover times, by going directly into studios, and in lunch periods in various food service areas.

The survey opened with a launch event where over 150 responses were achieved in one and a half hours. The launch was incentivised with refreshments, sweets (an

element which ran the course of the survey), and a live competition through which our members were able to win a PlayStation 4 plus three games. This event was promoted via our corporate social media, as well as flyers delivered directly to accommodation, which acted as an invitation.

Results

MEMBERSHIP

1. Do you know that you are a member of Lincoln Students' Union?

2015

■ Yes ■ No

2014

■ Yes ■ No

2015	2014
14% / 86%	9% / 91%
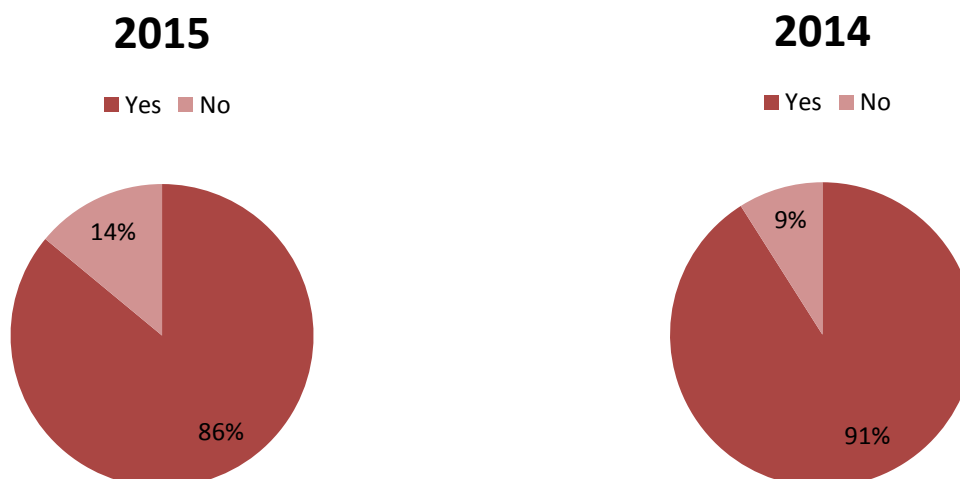
While 86% of respondents are aware that they are members of the Students' Union, compared to 2014 an additional five percent of respondents are not. This decrease in awareness may be influenced by changes to the enrolment process; previously new First Year students (who this year accounted for 37% of responses) made a conscious decision online whether or not to become a member of the Students' Union via the opt-in/-out function, while this academic year they receive automatic membership. The awareness, although decreased, is somewhat recovered (and likely influenced) by the increased response rate (and, as such, engagement with this important process).

More must be done to make clear to students that they are members of the Union, and that it is this which enables them to engage in campaigns and services like the SU Elections, student-led Activities, and so on.

The table below looks at each demographic and the percentage who were, and weren't aware that they are a member of the Students' Union.

Demographic	Yes (%)	No (%)
First Year Students	82%	18%
Undergraduate Students	85%	15%
Postgraduate Research Students	70%	30%
Postgraduate Taught Students	89%	11%
EU/International Students	79%	21%
Mature Students	86%	14%

18 percent of first year students were not aware that they were members of the Union, compared to 15 per cent of undergraduates overall. 'No' responses may in part be influenced by those who are not overly engaged in the Union or, as noted previously, as a result of changes to make the enrolment process easier. This suggests that improvement to welcome packs and new-student focussed digital communication is required. The Social Media Plan for Welcome Week 2015 has accounted for this.

The vast majority of Postgraduate Research students are aware that they are members of the Students' Union. It is not uncommon for these students to view themselves as staff members (or staff-and-student), especially those studying at PhD level, and as such this is a promising result. Further engagement with the Graduate School and other relevant staff, as well as drawing attention to our services when in staff inductions containing PhD-study delegates, will allow us to continue to build this awareness (and ultimately engagement).

Almost 90 percent of Postgraduate Taught students are aware that they are members of Lincoln Students' Union; given that this percentage is higher even than Undergraduate responses, this is impressive, particularly in consideration of the retention from UG to PG study in Lincoln is less than 30 percent.

Almost 80 percent of EU/International students are aware that they are members of the Students' Union. Starting in a strong position, this awareness will only increase as our efforts to address the international agenda do, including the introduction of the Vice-President International in 2016-17. Improvement and continuation of International Welcome Week, which this year saw an International Guide for the first time, will no doubt see a further increase in this score.

The majority of mature students know that they are members of our organisation. In order to reduce the number of 'no' responses we must make efforts to engage them in relevant, tailored charity and commercial services and make important processes such as Elections relevant to this demographic.

Key recommendations
- Improve first year awareness of the SU through targeted campaigns such as welcome week
- Encourage wider participation and awareness of SU's main events
- Draw attention to SU services to PhD students via staff inductions and 'Recommend by PG's'
- Further engagement with International Students to ensure they are aware of the forthcoming VP International role
- Tailor charity and commercial services to mature students to ensure participation and awareness of SU services and functions
- Open Advice Centre

2. 'I am satisfied with the Students' Union at my institution.'

2015

■ Yes ■ No

2014

■ Yes ■ No
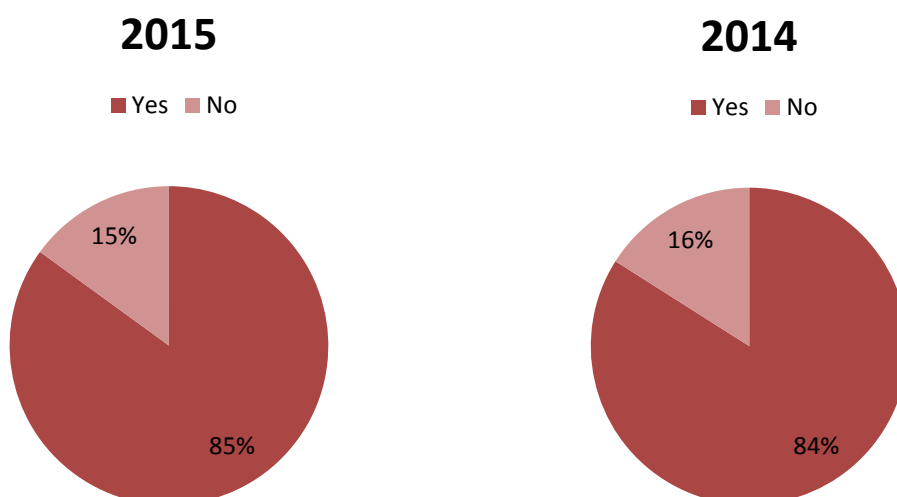
The 2015 results show a positive change in members who are satisfied with the Students' Union. Albeit, only a 1% increase; with an extra 603 responses this year the number of positive responses can be seen as a significant increase.

Due to the difference in our methodology (Yes/No) to that of NSS (1-5) it can only be used as a predictor of our 2015 NSS results. Last year the NSS score was 10% less than our result due to our sample size being smaller and more based around those members traditionally based in the union. With a larger sample size and larger engagement with groups who have traditionally been less engaged we would expect the gap to close. However this prediction is less certain due to changes in the NSS methodology, the introduction of a non-applicable option and the reversal of the scale on the page creates a level of uncertainty in our ability to accurately predict NSS.

Demographic	Yes (%)	No (%)
First Year Students	85%	15%
Undergraduate Students	84%	16%
Postgraduate Research Students	83%	17%
Postgraduate Taught Students	89%	11%
EU/International Students	82%	18%
Mature Students	86%	14%

By successfully introducing a support service, enabling more members to influence the union, and know they have done so, coupled with momentum on out employability strategy should see a further increase in satisfaction in 2016 for a third year. Mature students would look favourably on this support service as the relevancy would be seen as higher for a service that would assist students with their employability. Whilst all services within the Students' Union are available and

appropriate to all members, mature students may gain a larger satisfaction from this particular element of the support service to come as learnt from visits to Hull, Sheffield Hallam and Huddersfield Students' Unions.

EU/International Students saw the least satisfaction from the SU, which could be represented by the 21% of EU/International members who were unaware of the organisation. However, of the 115 International/EU students over 82% stated they were satisfied with the organisation. Given that the international student engagement is high on both the Students' Union and University agenda, this is a promising position to be in. With the pending introduction of the Vice-President International, to be elected in February 2016 for the '16-'17 academic year, the potential to improve this score is considerable. In the interim it is recommended that a staff member initiates the role and progress throughout the year.

Q3 looks at the effectiveness of the Students' Union communication. Ultimately, though touched upon in more detail below, members would like to see more communication from its Union as well as a bigger presence on campus from the SU and its services as well as the sabbatical officers. It would be assumed that the end result from increased communication and SU presence would make members aware of what the SU does and consequently improve satisfaction.

To reduce the number of 'no' responses, we need to make the union increasingly relevant to the membership. The effort over the next year to address this score should be to focus on the development areas identified in this survey (Q5. influencing the union, Q7. better knowledge of who the sabbs are and Q23. the union improves student employability) as well as fulfilling the strategic objective to provide an independent support service to students, as identified in the strategic Survey (March 2013, Alterline).

Key recommendations

- Successfully introducing a support service
- Increase awareness of Students' Union and sabbatical officers which in turn would increase satisfaction of its services
- Increase ability of all members to influence what the union does and complete this feedback loop
- Communicate more across the whole of campus
- Increased presence on campus

COMMUNICATION

3. 'The University of Lincoln Students' Union communication is effective.'
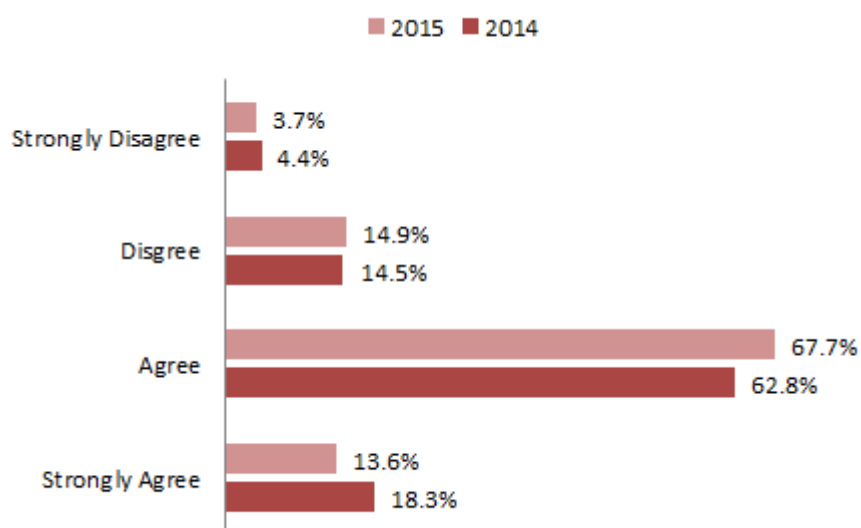
The chart above shows an additional 4.9 percent more respondents 'agree' that the Union's communication is effective when compared to 2014. However five percent less this year 'strongly agree' but it is also notable that less respondents claim to 'strongly disagree'.

The creation of an Employability Communications Plan in partnership with careers, along with a personalised marketing plans for both activities and volunteering would address some of the more specific feedback received from Q4 in both the volunteering and activities sections of the survey. This is looked upon later in the report, but the results suggest that improvements in communication in each area would see an overall improvement to 'The University of Lincoln Students' Union communication is effective.'.

The employability communications plan would focus on providing better access to workshops, Job Shop and trips to employability events. 2015 will see an improvement and more joined up approach with communication and assistance to members with employability.

Further investigation into those who 'Strongly Disagreed' that 'The University of Lincoln Students' Union communication is effective.' It can be note that almost half felt communication received as a member of an activity was not effective. Therefore it could be suggested that this score had an impact on the overall satisfaction of communication received. Better planning of email and monitoring impact of content coupled with the introduction of an Activity newsletter on a monthly basis as touched upon later in this report would certainly contribute to the success of this score in 2016. Further to this, the wording of this question should be explored to specifically focus on the Student Unions' communication as a whole.

Currently the Students' Union is operating with two members of staff down, it is hoped that the proposed staff structure will ease the concerns raised with regards to effective, or perceived lack of, communication.

When asked how communication could be improved, the three most common occurring words from our members was *'more'*, *'communication'* and *'emails'*.

Further analysis into this qualitative data showed that students would like more prompt communication in response to individual queries as well as more information sent via *weekly emails, newsletters and social media.*

Weekly newsletters and solus emails are currently communicated to students with deliberately eye catching imagery and up to date information. However, despite this and a high presence on social media the responses would indicate that our communication is not reaching almost 19% of students in an effective way. This would suggest that awareness of the social media accounts is lacking and that we need to revise the newsletter content. The need for more timely and more personal e-mails is reinforced in the Participation Survey (November 2014).

With regards to query response time, one week prior to the survey being launched, we introduced a policy that states we must *respond to all emails within 48 hours*. An automatic reply has now been added to all generic accounts, therefore, it is hoped that in 2016 we will see an increase in satisfaction on this topic.

Members felt that *more presence* by the SU on Campus could increase and improve communication between the SU and students. This is something that we will take into consideration when planning future campaigns and training up the new elected officers.

- Employability plan which would focus on providing better access to workshops, Job Shop and trips to employability events
- Personalised marketing plans for both activities and volunteering
- Access to workshops, Job Shop and trips to employability events
- Improved awareness of all social media channels
- Revisit newsletter content to increase professionalism
- Increased presence on campus
- All departments to respond to e-mails within 48 hours
- Better planning of our emails to members
- Proposed staff structure alleviate concern over communication

4. Have you been aware of the following campaigns?
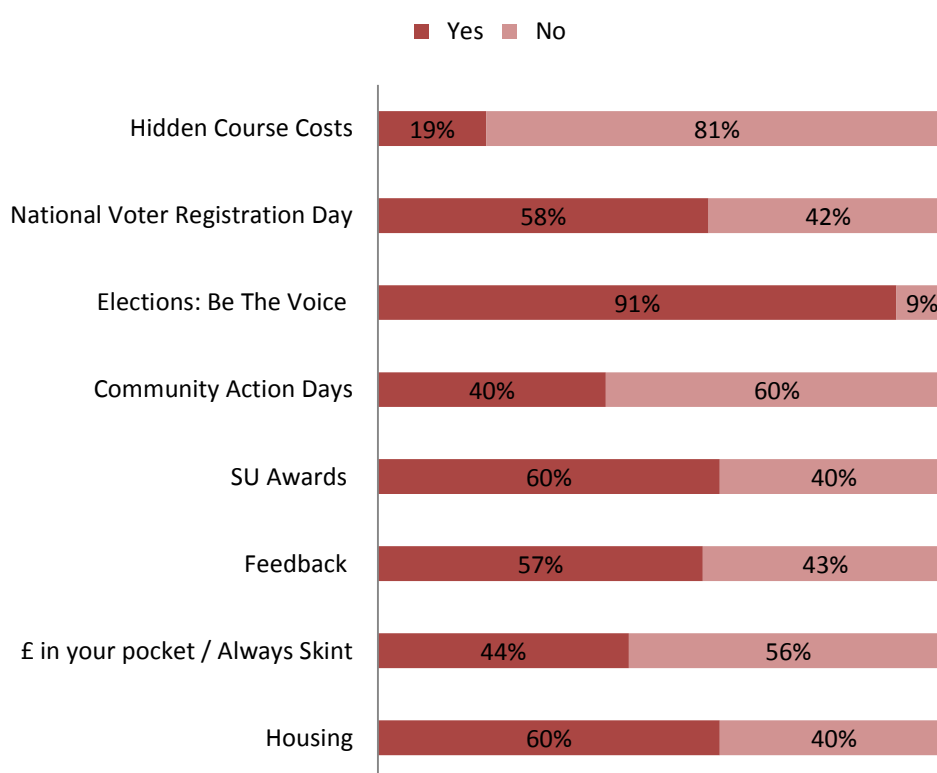
Five of the eight campaigns listed had at least 50% awareness, one of which, 'Elections: Be the Voice', was known by 91% of respondents, close to its 95% KPI.

Community Action Days are one the weakest area of awareness. As such, greater promotional efforts need to be made for these one-off opportunities. The more student-led approach with the introduction of Community Reps should bring the peer-to-peer promotion element which it has lacked due to no student representatives being allocated to the area who would normally lead the face-to-face communication of a promotional campaign.

The table below look at awareness of each campaign by college. The 'Hidden Course Costs' campaign was specifically designed for College of Arts students,

though the results illustrate that each college had a similar level of awareness of this campaign. This highlights that general promotion of this specific campaign worked to a certain extent, but segmented and targeted promotion was lacking. This can be evidenced further by analysis into the qualitative data in Q3. above which indicated that we need to revisit newsletter content and make it more personalised.

Bar the Feedback and Elections campaign, the Study Group highlights that half or less of the sample size were aware of our campaigns. This suggests that further targeted work needs to happen with our International Students. As also indicated by 'Do you know that you are a member of Lincoln Students' Union?' where by International/EU members showed one of the lowest awareness.

Campaigns segmented by College

| College	Response	Housing	Pound in Your Pocket/Always Skint	Feedback	SU Awards	Community Action Days	Elections - Be the Voice	National Voter Registration Day	Hidden Course Costs
College Of Arts	Yes	59%	46%	58%	59%	41%	92%	59%	20%
	No	41%	54%	42%	41%	59%	8%	41%	80%
College Of Science	Yes	60%	38%	51%	57%	37%	89%	59%	20%
	No	40%	62%	49%	43%	63%	11%	41%	80%
College Of Social Science	Yes	63%	47%	58%	60%	44%	92%	60%	20%
	No	37%	53%	41%	40%	56%	8%	40%	80%
Study Group	Yes	50%	50%	83%	33%	17%	100%	50%	17%
	No	50%	50%	17%	67%	83%	0%	50%	83%

Awareness to the SU Awards was one of the campaigns which received 60% awareness. Promotion of the SU Awards has taken place since the survey and so the expectation is that the current first years and above should have an increased awareness in the 2016 Membership Survey. More promotion will need to be targeted at the new first years if we are to increase knowledge of this campaign.

Key recommendations

- Greater awareness of one-off opportunities
- The need for segmented and targeted promotion where specific campaigns target a certain audience only
- Improved promotion to our International/EU members
- Be aware of campaigns that will feature after the close of survey to ensure earlier promotion happens

REPRESENTATION

5. 'I can influence what the Students' Union does.'
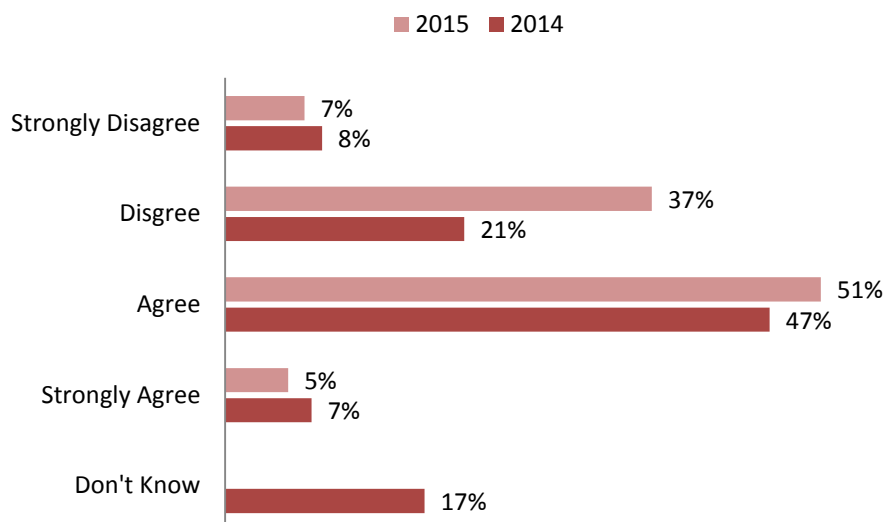
Market research efforts such as £ in Your Pocket, Participation Survey, Feedback Campaign and the Membership Survey itself have all had significant sample sizes however as we improve our use of market research it is clear our members do not clearly identify these as direct ways of influencing the union. To improve this we must do more to complete the feedback loop by telling the participants of those surveys what changes we have made, or are making due to their participation. We can start this with this survey.

The 2015 survey removed the 'don't know' response in an effort to get more determined and useable responses. The results for this question evidence the need to do further work in making ways in which our members can influence what we do clearer. This year there have been no referenda, but an increase in attendance to Student Council and an increase in the number of motions submitted to student council.
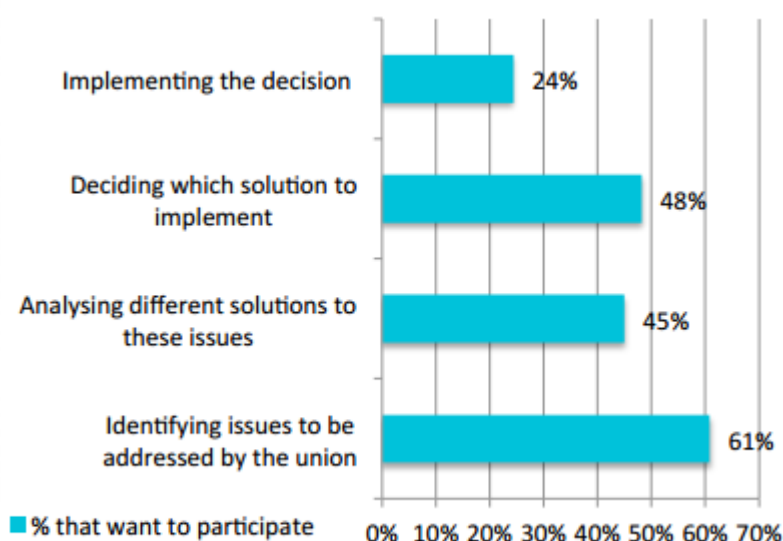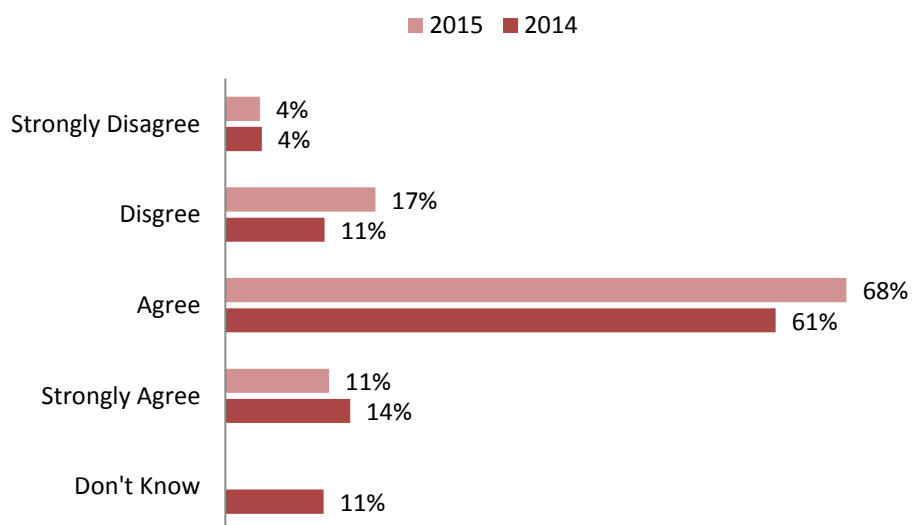

For the majority of 2014 'Don't Knows' to fall in the Disagree column it is clear using Fig 11, left, from 'Democracy is Dead. Long Live Democracies!' that this way of students influencing the union is not the preferred way.

Fig 11. NUS Report; Democracy is Dead. Long Live Democracies!!

This issue has already been identified by the President and the recommendations of The Democracy Review have been based on focus group work and used previous Lincoln evidence and national data. These actions should begin to address the perception of nearly half of students that they cannot influence the union. Particular attention should be paid to recommendations that increase direct democracy such as an online ideas forum, wider use of referenda where appropriate replacing some of the surveys so that questions are framed democratically and not always as market research.

6. 'I feel the Union represents student views effectively to the University.'

■ 2015 ■ 2014

| Response	2015	2014
Strongly Disagree	4%	4%
Disgree	17%	11%
Agree	68%	61%
Strongly Agree	11%	14%
Don't Know		11%

Once again, 'don't know' responses were removed this year. As with the 'influence' question, these have been converted into 'agree' and 'disagree' responses, with more moving to the former, preferable response. Continued improvement can be obtained by more determined efforts to publicly complete the feedback look on successes and impact via our online channels and through Sabbatical Officers' interactions with their networks of students, video blogs and an increase in post campaign planning. An increased 'you said; we did' dialogue is an ideal method through which responses to this and Q5 can be improved similar.

Key recommendations

- Continue to improve our use of market research
- Do more to complete the feedback loop with participants; what changes we have made, or are making due to their participation
- Increase and make clearer ways in which our members can influence what we do
- Work towards increasing attendance to Student Council
- Work towards increasing the number of motions submitted to student council
- Use recommendations identified in the Democracy Review paying particular attention to online ideas forum and wider use of referenda

7. 'I am aware of who the Sabbatical Officers are.'

2015

■ Yes ■ No

29%

71%

2014

■ Yes ■ No

43%

57%
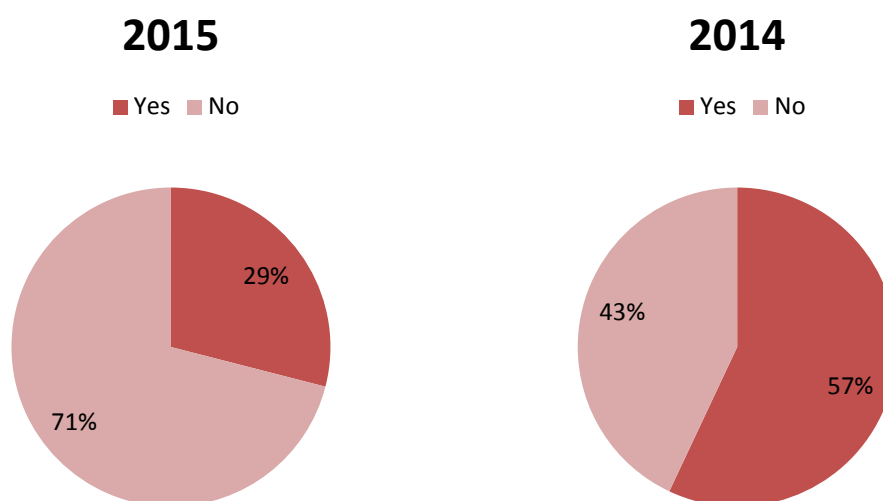
This year's results show a significant decrease in awareness of the Sabbatical Officers (28% less). GOATing and promotion of the sabbatical officers via promotional materials around campus social media are the main drivers of awareness.

GOATing is a key method through which the organisation achieves its campaign aims and where the Sabbatical Officers can promote themselves and the work they do. More emphasis will be put on the importance of GOATing when training the newly elected Sabbatical Officers. A new process will be introduced where campaign leads will encourage officers to suggest were GOATing would be most appropriate for each individual campaign. This will encourage officers to consider the importance of GOATing. Campaign leads will liaise with the central department to input the proposed dates in diaries of both the lead and officers involved. This will ensure that the movement of dates, updates and any cancellations will be clearly communicated.

Whilst in part it is the Sabbatical officers' responsibility, Marketing and Communication needs to be heightened to ensure awareness of the roles throughout the year. More regular promotion of who the Sabbatical Officers are and what they do for our members is vital. This dialogue will start anew at the beginning of the next academic year with a focus on new students, as accounted for in the Welcome Week 2015 Social Media Plan and the new officer video. This promotion will continue throughout the year in order to reach members on all levels of study.

Imagery and Vlogs have become increasingly more popular on social media, and this should be taken into consideration when trying to promote the officers in the future. Whilst videos are currently available for each officer, they have not been re-promoted throughout the year; a wasted resource perhaps.

The table below segments responses by demographics including level of study, home or International and Mature students.

Demographic	Yes (%)	No (%)
First Year Students	30%	70%
Undergraduate Students	27%	68%
Postgraduate Research Students	29%	71%
Postgraduate Taught Students	27%	73%
Home	27%	67%
EU/International Students	30%	70%
Mature Students	28%	72%

Whilst the results highlight that 70% of first years are uncertain of who the Sabbatical Officers are, they received the highest amount of respondents who were aware overall. This would suggest that the 2014 welcome week promotion was fundamental to the promotion of sabbatical officers. This however does not dismiss the fact that much work still needs to be done to increase knowledge of the officers. Another key time to promote awareness of the sabbatical officers would be to increase promotion and engagement during the election period, First Year Students won't have been exposed to elections before, and this could account for the lack of awareness here.

The percentages are very close between each demographic, but it can be noted that mature students were the least aware of the officers. 86% of mature students knew that they are members of the Student Union, which suggests that more attention needs to be directed to the role of sabbatical officers to mature students.

Looking forward to next year's Membership Survey, we should consider asking the question differently. Or as a prompt, provide photographs or names. This wouldn't be to increase this number favourably, but to highlight where the work needs to happen. Is it the name 'sabbatical officers' that is foreign to students, or that the presence around campus is lacking; in person and by way of promotional materials?

Additionally, changing the name of 'sabbatical officers', and not just for the purposes of this survey, should be strongly considered. Further work on this should start immediately and be looked at for summer inductions. A suggestion would be a competition for all staff and students to rename the sabbatical offer roles for consideration by the Students' Union.

Key recommendations

- Increased emphasis on GOATing to the newly elected Sabbatical officers
- Introduce new GOATing process

- Increased use of the sabbatical officer's images in all of our marketing material
- Make better use of video resource and VLOG more frequently
- Look to segment promotion for each demographic
- Consider rewording question in the 2016 Membership survey
- Consider changing the name of Sabbatical Officers
- Include photograph of the sabbatical officers in email communication to members as a footer (e.. monthly rep email)
- Include photograph of all four sabbatical officers in each of their Twitter headers

8. Are you aware of the Union's Liberation Groups?

■ Yes ■ No

	Yes	No
LGBT	62%	38%
International	66%	34%
Mature	48%	52%
Disabled	58%	42%
Womens	49%	51%
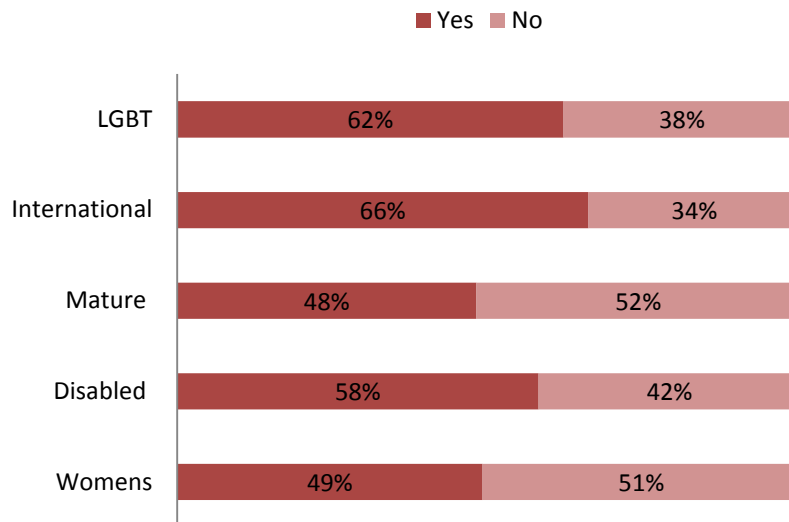
Respondents were reasonably aware of all five Liberation groups which were active upon launch of the survey; given that they are, in some instances particularly, fairly niche in terms of potential membership this is promising because it reflects a reasonable strength in the Liberation function, though there is room to improve with additional staff resource and better training for the Volunteer Officers who lead each group.

That 49% of respondents were aware of Women's Group (females account for 53% of the entire student population) despite the fact that the survey was weighted 37/63% in favour of male respondents, is testament to the presence and prominence of the Womens Group; the same can be said for the Mature Students Liberation Group, of which 48% of respondents were aware, despite their potential membership accounting for only 18.6 percent of all survey responses.

The International Liberation Group has achieved the most significant result in this question, with two thirds of respondents aware of them, despite only 6% of respondents being international students. There is an exercise here in looking at what the Groups do to promote themselves and encouraging other Groups to replicate this as appropriate in their own contexts; this will help to make them more relevant, or at the least more visible, to those both within and outside their communities, thus adding to the power of the Liberation function. This is something we have already considered in our recent ops plan.

In February 2015 (during survey fieldwork), liberation business cards were created for each group including new logos. This method of promotion should encourage members of each group to promote who they are and what they can offer each

member, in turn, creating greater awareness. The new logos give each group a fresh and individual look which should allow for an improved awareness.

This year will be the second year running where all positions have been filled, including the two new Liberation groups. This year will see handover training happen for the first time and the introduction of dashboard access, taking into account all these positive movement, it could be assumed an increase in the question could be seen in 2016.

Key recommendations

- Strengthened staff support for representation and social media
- Increased self-promotion by each group including distribution of new businesses cards
- Promote new logos to increase brand identity and awareness

9. 'I feel the Union is excellent at involving students.'
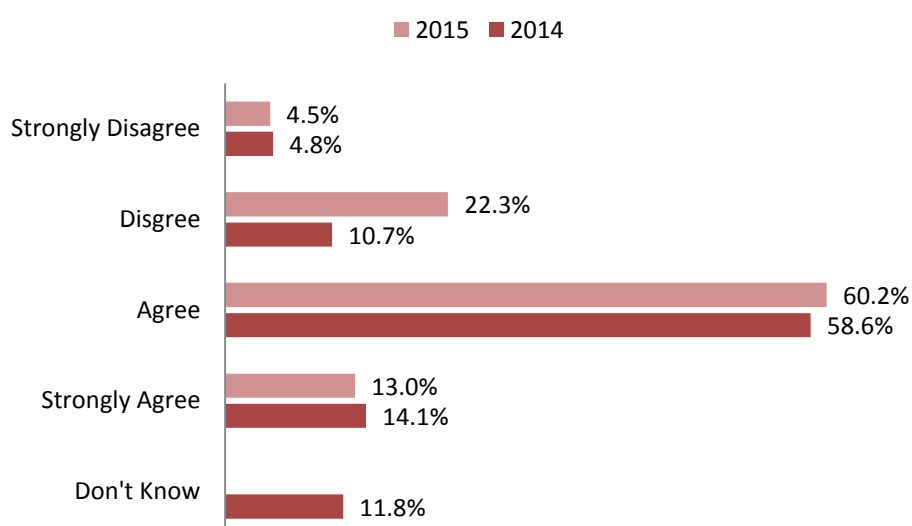
The now removed 'don't know' option appears to have primarily been converted into 'disagree' responses. While 'agree' remains the most frequent response (and has slightly improved), the 11.6% increase in 'disagree' responses is problematic because it does not reflect efforts to reach out to all students (for example through deliberately segmented communications) in ways which are relevant to their needs and interests. This problem may also reflect resource commitments, which make it more difficult for certain services to engage with members as a result of stretched resources in those areas or within the Marketing function.

A comparable increase in 'disagree' responses was seen in Q5, regarding students' perception of being able to influence the Students' Union. To combat these two connected issues work must be done, with a by-product of increased interest, to make democratic functions more relevant and accessible; it is these exercises which provide the best opportunity to involve all students in an opportunity to be significant

influencers. The new Democratic Structure for the Union should begin this process. Elections are also a prime example of how this can be achieved, so the dialogue must, in some way, address 'every', 'decision', and 'influence'; if each student sees themselves as a decision-maker, particularly in one of our most vital processes, we can increase the perception of involvement and influence in tandem, while also achieving strategic aims to improve voter turnout.

Looking specifically at the qualitative responses, of which there were 83, to the question 'How could we better involve you in your Students' Union?' the responses vary considerably. Unlike Q3a (Please tell us how it could be improved), there is no common occurring response.

It is worth noting that 23% of those that either disagreed or strongly disagreed to the question 'I feel the Union is excellent at involving students.' were unable to provide a suggestion for improvement. In 2016, this response should be compulsory for those that choose either of the disagree answers.

"A podcast possibly including officers"

"As a mature student I have had very little/no communication about what I can become involved in. I don't feel I am fully involved in the student experience."

"Ask for more opinions over the year"

"Be more proactive at delivering information around university"

"Blackboard updates"

"By generating more space to interact with people involved in same interests"

"Come to a lecture? Tell us how we can get involved- as I say PowerPoints could be good- or short video clips."

"Doing a great job already"

"Focus Groups"

"Have a Students' Union Open day"

"I have never seen anyone"

"Targeting the student nurses somehow - I wasn't aware of the above liberation groups in the whole time I have been at University, and I finish

in 6 months!   As a student nurse, we spend half our time away on placement, so often aren't aware of what is going on."

"I know nothing about the union"

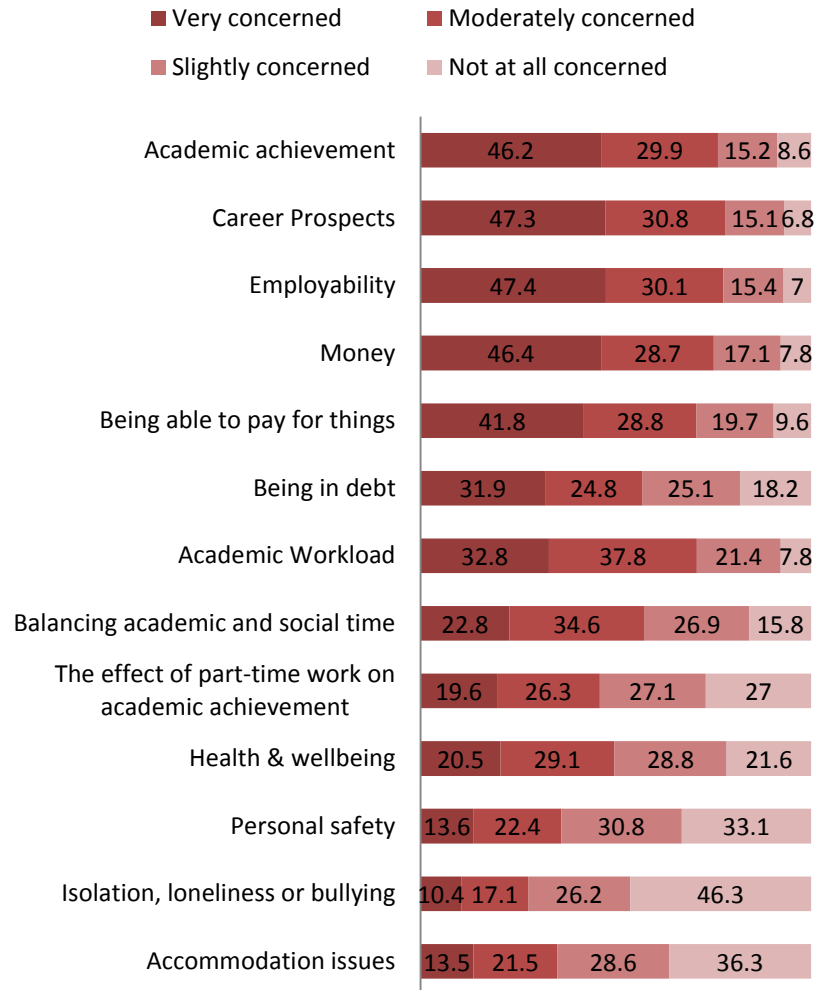*"I strongly agree that the Union is effective in involving students in activities"*

"More support in application processes"

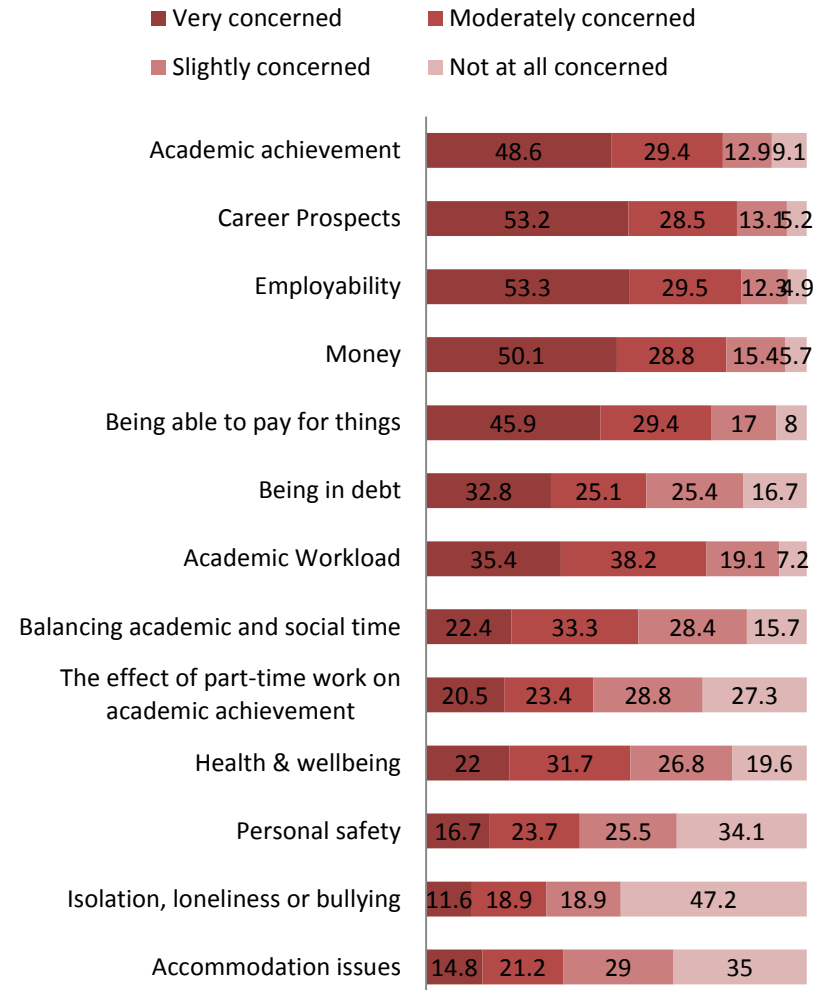*"Keep going as it is, it's nice to have such an outgoing and friendly SU"*

"Let societies have more power, instead of the union dictating every move"

10. How concerned are you about the following issues on a daily basis?

2015

■ Very concerned　　■ Moderately concerned

■ Slightly concerned　　■ Not at all concerned

Issue	Very concerned	Moderately concerned	Slightly concerned	Not at all concerned
Academic achievement	46.2	29.9	15.2	8.6
Career Prospects	47.3	30.8	15.1	6.8
Employability	47.4	30.1	15.4	7
Money	46.4	28.7	17.1	7.8
Being able to pay for things	41.8	28.8	19.7	9.6
Being in debt	31.9	24.8	25.1	18.2
Academic Workload	32.8	37.8	21.4	7.8
Balancing academic and social time	22.8	34.6	26.9	15.8
The effect of part-time work on academic achievement	19.6	26.3	27.1	27
Health & wellbeing	20.5	29.1	28.8	21.6
Personal safety	13.6	22.4	30.8	33.1
Isolation, loneliness or bullying	10.4	17.1	26.2	46.3
Accommodation issues	13.5	21.5	28.6	36.3

2014

■ Very concerned　　■ Moderately concerned

■ Slightly concerned　　■ Not at all concerned

Issue	Very concerned	Moderately concerned	Slightly concerned	Not at all concerned
Academic achievement	48.6	29.4	12.9	9.1
Career Prospects	53.2	28.5	13.1	5.2
Employability	53.3	29.5	12.3	4.9
Money	50.1	28.8	15.4	5.7
Being able to pay for things	45.9	29.4	17	8
Being in debt	32.8	25.1	25.4	16.7
Academic Workload	35.4	38.2	19.1	7.2
Balancing academic and social time	22.4	33.3	28.4	15.7
The effect of part-time work on academic achievement	20.5	23.4	28.8	27.3
Health & wellbeing	22	31.7	26.8	19.6
Personal safety	16.7	23.7	25.5	34.1
Isolation, loneliness or bullying	11.6	18.9	18.9	47.2
Accommodation issues	14.8	21.2	29	35

Of the 13 issues listed, the respondents only felt a stronger concern regarding 'balancing academic and social time' than in 2014. This is further supported later on in the survey when looking into those who responded to 'Are you interested in undertaking a volunteering opportunity / participating in an activity (Sports, Societies, Events & Trips)?'. Almost half of the respondents to this question declined the opportunity to get involved with volunteering or an activity stating that lack of time was the biggest factor.

While relative stagnation (all 'very concerned' response figures have improved by less than ten percent) means issues have not become significantly more prominent, it does suggest that not enough has been done to combat them. This is particularly relevant for employability, which has the highest number of 'very concerned' responses for the second year running. The Employability comms plan mention earlier in this report will improve this.

The 2014 Membership Survey demonstrated that 49.4% of respondents felt some level of concern about 'isolation, loneliness, or bullying', and as a result these issues became strategically significant for the Students' Union. Consequently improvements to the Student Buddy system, and a three day mental health campaign ('Minds at Ease') in March 2015 took place. In comparison, 53.7% of 2015 respondents feel at least a small amount of concern for these issues (the difference largely a result of 'slightly concerned' responses), and it should be noted that 'Very concerned' saw a 1.2% decrease. However, given that the overall response to this issue has become more negative, we must be responsive, making significant efforts to combat these issues. This will be achieved, at least in part, by the introduction of the Union Advice Centre.

As demonstrated in the table below, respondents from the College of Arts show a decrease in 'Very concerned' around financial issues when compared to the 2014 results. Extra printing costs won through the Hidden Costs campaign will no doubt have been instrumental to this. The Hidden Course Costs campaign consisted of four questions which looked at the costs of printing within the College of Arts.

	Very concerned	Moderately concerned	Slightly concerned	Not at all concerned
Money 2015	42%	30%	20%	8%
Money 2014	51%	26%	17%	6%
Being in debt 2015	31%	26%	24%	19%
Being in debt 2014	33%	27%	26%	14%
Being able to pay for things 2015	40%	29%	21%	11%
Being able to pay for things 2014	48%	26%	19%	7%

Of those that were aware of Pound in Your Pocket/Always Skint and Hidden Course Cost campaigns, the responses showed that over 90% of College of Art members were on some level concerned about money as shown in the table below. 'Being in debt' is noticeable higher than the overall College of Arts result above. This could suggest that awareness of campaigns heightens members' knowledge of a subject, albeit it may be seen as a negative effect, but if we can demonstrate we are working towards a solution this would put minds at ease and hopefully increase satisfaction within the Students' Union.

College of Arts members who were aware of Pound in Your Pocket/Always Skint

	Very concerned	Moderately concerned	Slightly concerned	Not at all concerned
Money 2015	41%	29%	21%	9%
Being in debt 2015	39%	27%	22%	12%
Being able to pay for things 2015	32%	23%	26%	19%

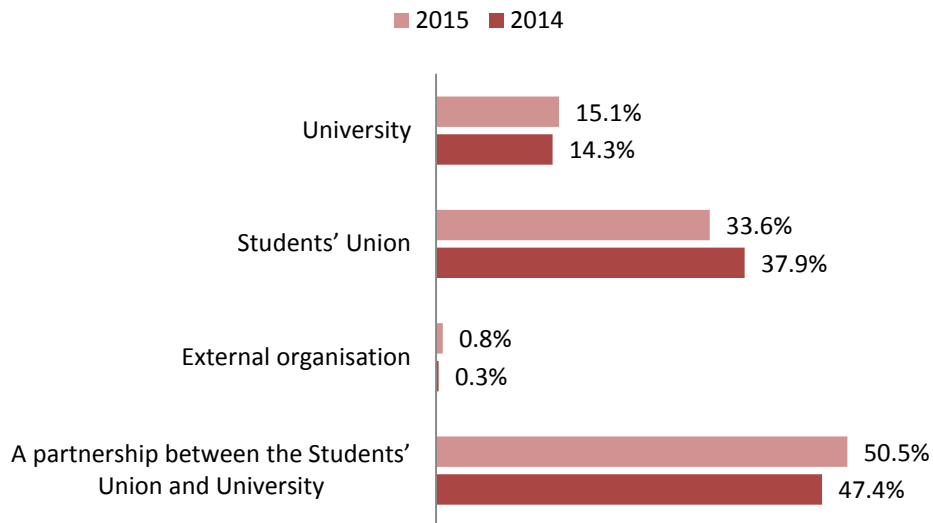**College of Arts members who were aware of Hidden Course Costs**

	Very concerned	Moderately concerned	Slightly concerned	Not at all concerned
Money 2015	40%	31%	21%	8%
Being in debt 2015	39%	27%	20%	12%
Being able to pay for things 2015	32%	27%	23%	18%

Key recommendations

- Employability plan which would focus on providing better access to workshops, Job Shop and trips to employability events
- Introduction of the Union Advice Centre
- Make it clearer when working towards solutions and considering student concerns

COURSE REPRESENTATION

11. Who do you think is responsible for the Course Representative system?

■ 2015 ■ 2014

University
15.1%
14.3%

Students' Union
33.6%
37.9%

External organisation
0.8%
0.3%

A partnership between the Students'
Union and University
50.5%
47.4%

The greatest success to be taken from responses to this question is that 'a partnership...' remains the most frequent answer, and has seen a 3.1% increase; given that this is how we promote the delivery of this service, it is positive to see that the majority of respondents have continued to receive this message. The data also suggests that, of the two partners, we are significantly more prominent that the University in the context of Course Reps, with the 'Students' Union' answer being selected over 100% more often than 'University'; this is a credit to our continual work to support Academic Reps and develop the system of which they are a vital part.

12. Do you know who your Course Rep or Postgraduate Rep is?

2015

■ Yes ■ No

26%

74%

2014

■ Yes ■ No

18%

82%
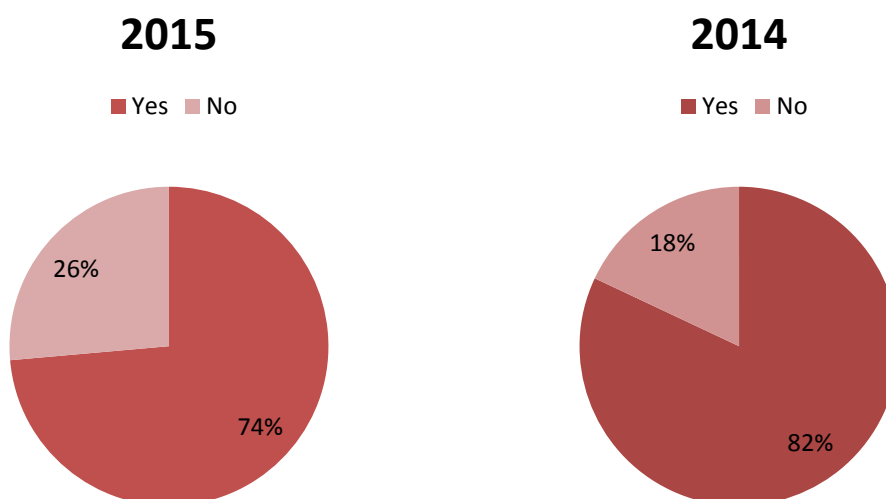
Awareness of Course Reps has decreased by 8% when comparing to 2014 responses.

2015

Demographic	Yes (%)	No (%)
Undergraduate Students	73%	27%
Postgraduate Research Students	88%	13%
Postgraduate Taught Students	74%	26%

2014

Demographic	Yes (%)	No (%)
Undergraduate Students	83%	17%
Postgraduate Research Students	40%	60%
Postgraduate Taught Students	77%	23%

There were staffing issues at key times of the year when it came to October elections and training which affected timescales of running additional elections and PG training. Although the feedback from reps saw 99% find the training useful we need to review the rep training to add emphasis on rep to student communication.

Many of the actions identified in Q14 will create a more effective system and the more effective the system is the more aware students should be of who their rep is.

13. Would you use your Course Rep or Postgraduate Rep to help you with an academic issue?
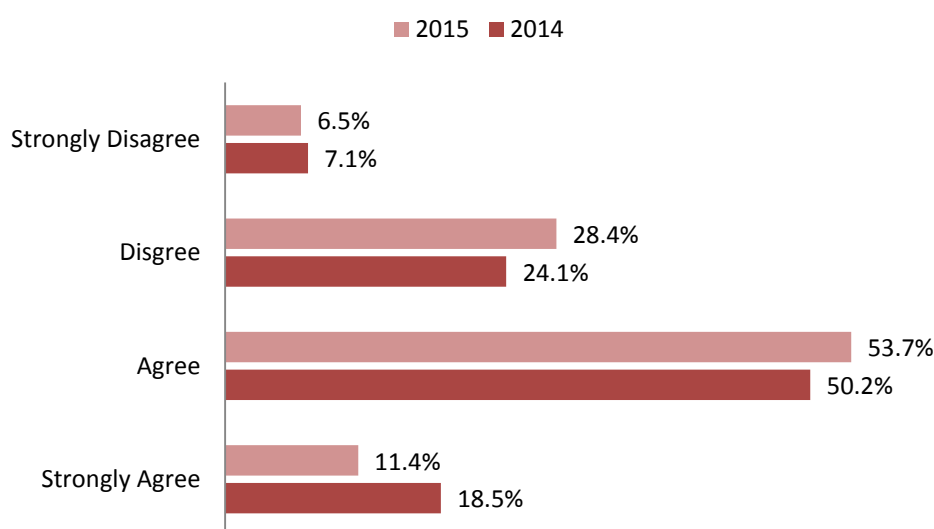
2015

■ Yes ■ No

Undergraduate	54% / 46%
Postgraduate Research	75% / 25%
Postgraduate Taught	48% / 52%

2014

■ Yes ■ No

Undergraduate	61% / 39%
Postgraduate Research	20% / 80%
Postgraduate Taught	66% / 34%
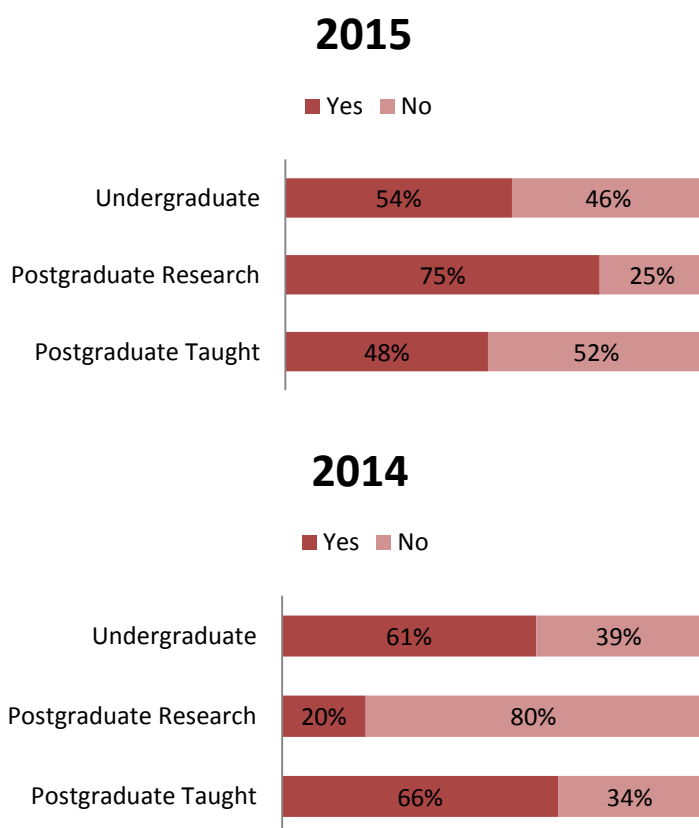
In comparison to 2014, this year's results see a decline in undergraduates and Postgraduate Taught students who would you use their Course Rep or Postgraduate Rep to help with an academic issue. 73% of undergraduates are aware of who their Course Rep or Postgraduate Rep is, which suggests that 12% would not use their rep, this suggests that further investigation into the use of Course Reps by members is required.

The most sizable change can be seen in Postgraduate research students. As noted in Q11 above PGR members have almost a 50% greater awareness of their Course Rep

or Postgraduate Rep when compared to 2014, this increase is reflected positively here also. This will in no doubt be due changes to the Academic Representation Charter this academic year with the introduction of PG Reps.

In consideration of only three quarters of respondents knowing who their Course Rep or Postgraduate Rep is (Q12), closely matched 'yes' and 'no' responses to this question are unsurprising, because if a student does not know who their Rep is it is unlikely that they would ever confidently say they would use their help if need be.

14. 'The Course Rep system is effective.'

■ 2015 ■ 2014

	2015	2014
Strongly Disagree	6.5%	7.1%
Disgree	28.4%	24.1%
Agree	53.7%	50.2%
Strongly Agree	11.4%	18.5%

Given the answers to Q12 and Q13, it is unsurprising that the sum of positive perceptions of the Rep System's effectiveness have reduced by almost four percent. The Rep System's success is driven by communication, accountability, and reliability, which cannot be achieved if Reps are unknown and unused.

To improve member's perception of the effectiveness it is important for us to continue to promote Rep wins to all students which we have started since January, on a regular basis including using Rep branding and segmentation of communication. Reps have also been encouraged to do this for themselves too in order to demonstrate their impact and to encourage non-engaged students to see their Course/PG Reps as important, useful, and influential. We will continue to share these stories with key partners in the University, so that all areas of the partnership are visibly involved.

We also need to better resource Post Graduate Reps. This academic year they have been separated from undergraduate course reps following changes to the Academic Representation Charter. This has seen an increase in the number of PG Reps and they have had separate training to UG course reps to allow them to focus on PG issues.

In Course Rep training we should not only put more emphasis on rep – student communication but also create space in the session for Student Engagement Champions and the School Rep to work with course reps on the school NSS Action Plan. This is the main device to identify issues, plan and monitor progress on these actions to improve student experience within school and the deadline for them being submitted annually is very close to training time. Creating this time and space should improve the effectiveness of reps to influence the school plans and the work to improve the student experience.

Key recommendations

- Continue to promote Rep wins with the introduction of Rep branding and segmented communication
- Increase ability of all members to influence what the union does and complete this feedback loop
- Increase support for PG reps
- Tighter timescale for PG Rep elections in September/October
- Improved training which his more focused on PTYES/PRES results.
- Creation of PG Rep booklet to support them through the year
- Review of leadership of PG Reps within the union as identified in the Democracy Review.
- PG Rep hoodies similar to Course Rep hoodies.
- More emphasis on rep to student communication in Course Rep training
- Create space for Student Engagement Champions and the School Rep to work with course reps on the school NSS Action Plan in Course Rep training

RECEPTION

16. Are you aware that the Union provides a Reception and Box Office service?
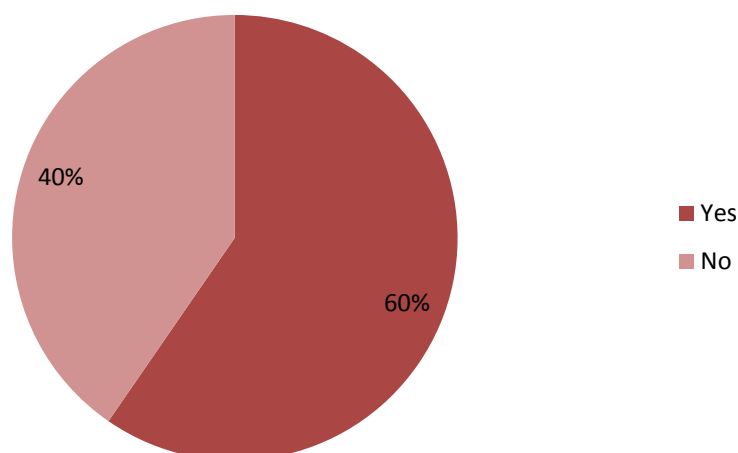

Lack of awareness in this area can to some degree be attributed to the movement of Box Office into the Reception; it is arguably the most used and most visibly prominent (on brand, well-signposted, directly welcoming) part of the Students' Union, so a lack of awareness must be caused, at least in part, by factors other than footfall and visibility. The number of 'no' responses may reflect that students do not yet view the two services as directly linked to one other, yet herein they are referenced within a single question.

Looking to the 2014 Membership Survey; 'Have you been to the SU Reception?', 85% of respondents stated that they had been to reception. The questions have been asked in a slightly different way, which means an exact like for like comparison is not possible, though the results could suggest that the awareness of reception has decreased since last year. As mentioned above, the movement of Box Office into the Reception could have considerably contributed to this score.

Increased use of online functions via SUMS may also have attributed to these responses; members may find less cause to use the Box Office because its entire service can be achieved online.

16a. 'My query was dealt with effectively.'

- Strongly Agree
- Agree
- Disgree
- Strongly Disagree
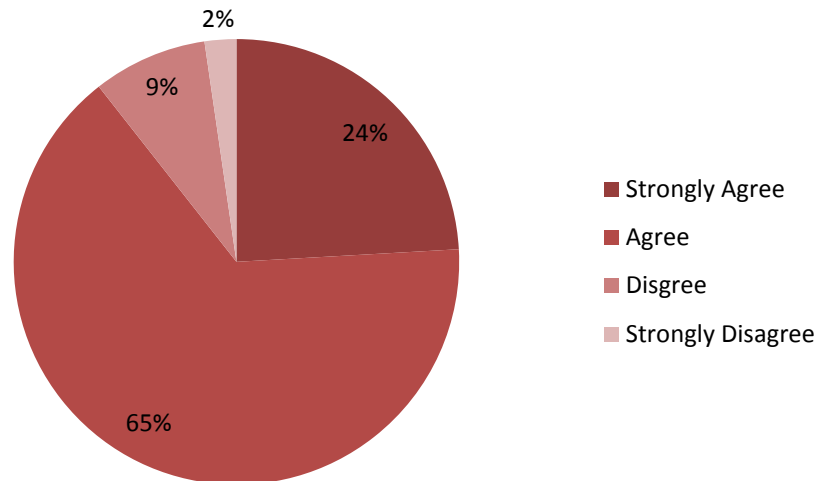
Of those who have made use of the Students' Union Reception, 89% feel their queries have been dealt with effectively, demonstrating the prevailing opinion that the service is effective. Only two percent felt strongly that their query was not dealt with effectively. To determine the perceived connection between Reception and Box Office in this and Q16's areas, the next survey should also reflect on quality of service in Box Office, as done for Reception; however, with pending changes to the location of the services, into an area specifically designed for both, this may not be necessary.

Similar to Q16, this question has been asked in a slightly different way, though a comparison can be made. 92% of 2014 respondents stated their query dealt with effectively. It could therefore be suggest that there is a decline of 3% in satisfaction.

Key recommendations

- Investigate moving Reception / Box Office
- Increased signage and way finding to the service

COMMERCIAL SERVICES

17. Are you aware the Students' Union provides the following services?

■ Yes ■ No

Venue	Yes	No
Tower Bars	95%	5%
Engine Shed	96%	4%
The Swan	88%	12%
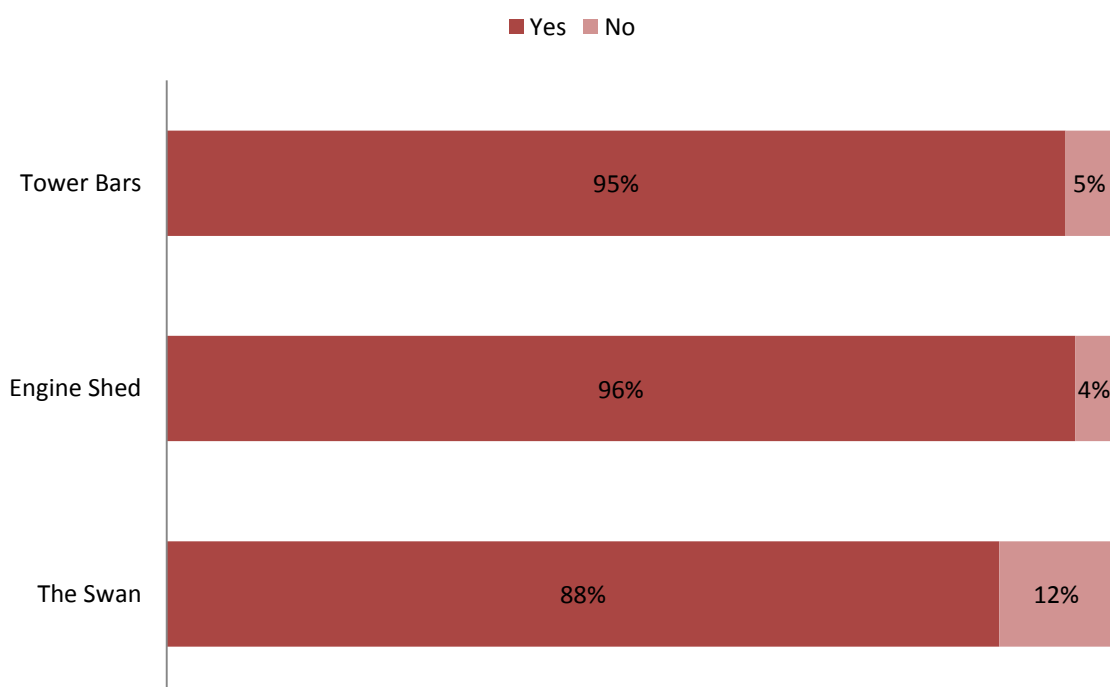
Each of our venues appears well-known as a Students' Union service, particularly Engine Shed; The Swan, despite being the more longstanding of our commercial ventures, is less recognised as a Students' Union service. This may be as a result of proximity to the Students' Union itself, confusion given its recent change of name, or a reflection of a need to be more dynamic on the venue's part (with social media, promotion, events and so on), which would increase its prominence.

95% awareness that the Students' Union provides the Tower Bars as a service is very impressive given that the acquisition of Tower Bars only took place in August 2014. The heavily branded new menu and launch (Your Venue, Your Venue) will have been instrumental to this hugely successful response.
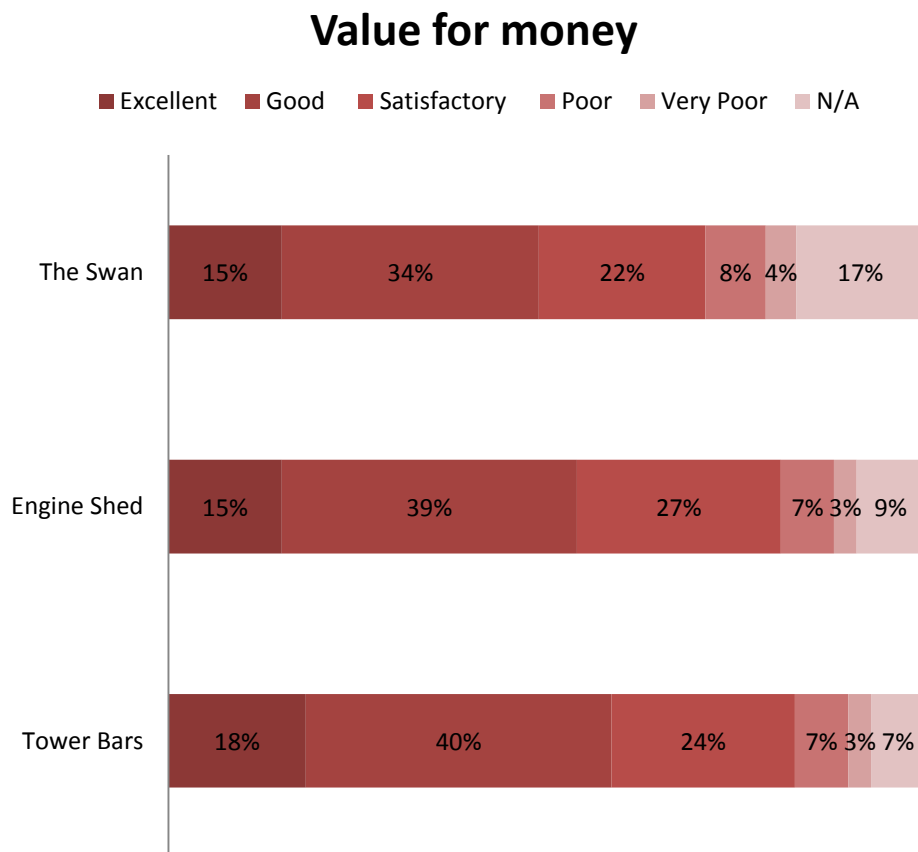
At this point, it is also worth considering the response rate of 1876 members. It's very positive to note that such a high percentage responded so positively to this question and their awareness of these services were so high.

As we move forward, we are entering a time where we are about to get our first cohort of students who will only know The Swan as The Swan and not by its former name. This should automatically see an increase in awareness of The Swan in 2016.

The gap between The Swan compared with our other commercial venues could also be represented by the difference in Social Media usage. With the introduction of the Assistant Bars Manager, Social Media for Tower Bars saw an increase in usage including liking/commenting and sharing of the main Students' Union account which will have no doubt increased its own accounts. With a new menu in the summer as

successful as Tower Bars coupled with increased social media, we would expect this score to be almost at 100%.

18. Rate these services in terms of value for money.

Value for money

■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor ■ N/A

Venue	Excellent	Good	Satisfactory	Poor	Very Poor	N/A
The Swan	15%	34%	22%	8%	4%	17%
Engine Shed	15%	39%	27%	7%	3%	9%
Tower Bars	18%	40%	24%	7%	3%	7%

All three venues have performed well in terms of students' perception of their value for money. This interpretation is fairly subjective, influenced by personal circumstance and frequency of service use (those who have not been for a number of months are unlikely to have noted recent changes which should make the venues good value), as well as the contextual influence of their experience in other venues.
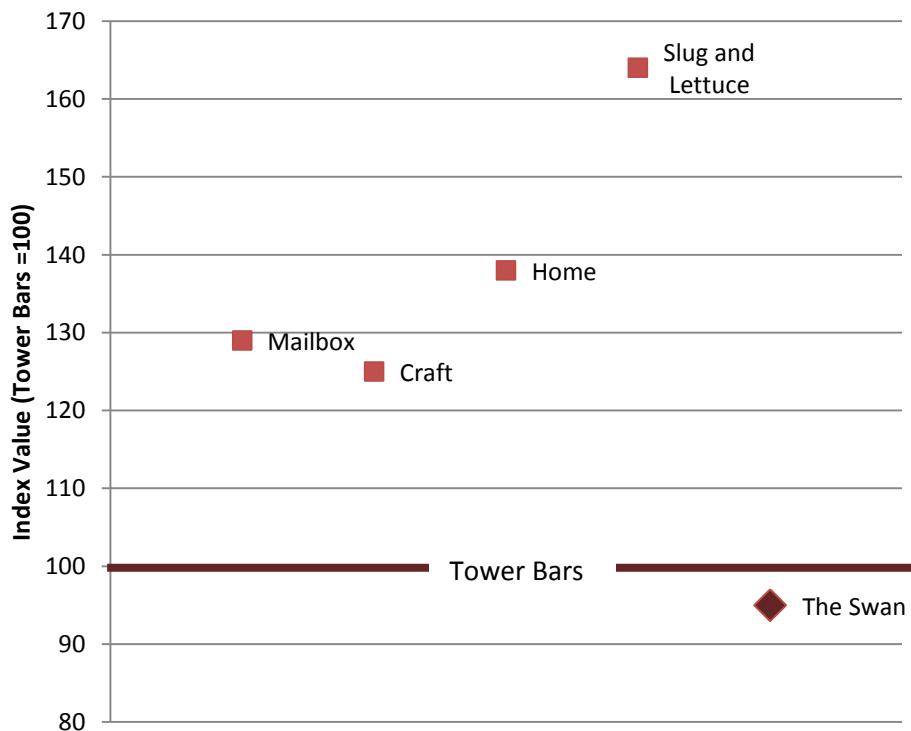
Tower Bars received the highest level of positive ('satisfactory', 'good', 'very good') responses: a total of 82 percent. This will be largely owing to the new menu which, still fairly recent, has lower prices and will be fresh in respondents' minds. Engine Shed, with only drinks to use as a reference point, performed almost as well, while The Swan received 71% satisfaction. While this is still impressive, perception of value for money is driven by the connection between price and quality (with some reference to service, atmosphere and choice); recreating the success of Tower Bars new menu in The Swan will see more positive answers to this question in the future.

The chart below attempts to show the average price of equivalent meals at various popular establishments across the city. Where no exact match can be found, or additional sides, toppings or offers are available, alternatives are selected.

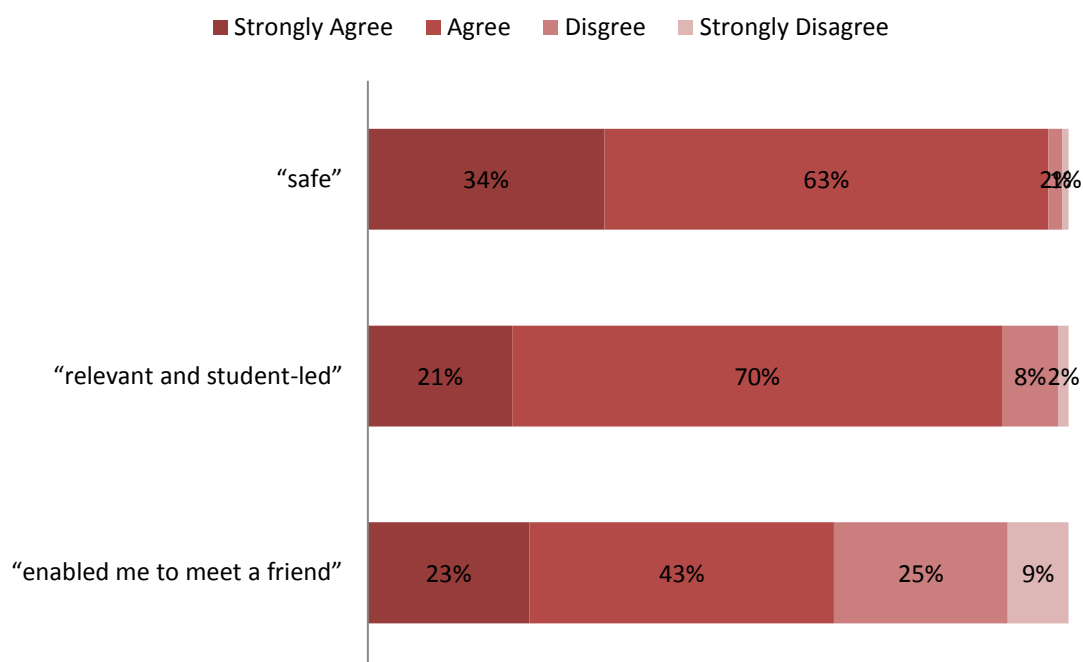|	Burger	Pizza	Salad	Nachos	Pasta	Panini/Jacket Potato	All day breakfast
Tower Bars	£5.50	£5.50	£5.50	£4.50	£4.50	£4.50	£4.40
The Swan	£6.50	-	£5.50	£3.95	-	£3.25	£4.50
Mailbox	£6.95	-	£7.45	£6.75	£6.95	£4.75	£3.95
Craft	£7.25	£5.75	£6.95		£4.95	£4.95	-
Home	£6.50	£4.95	£7.95	£6.95	£7.95	£4.95	-
Slug and Lettuce	£8.95	£7.95	£8.45	£8.95	£7.95	£6.95	£6.65

Taking the averages of all the meals and setting Tower Bars index to 100 (which received the higher score for value for money in Q18 above), it can be seen that both Tower Bars and The Swan menus appear to be the best value for money when compared to high street venues. Added to this, the prices above have not taken into account the extra 10% NUS Extra discount members can get with their NUS Extra card.

What now needs to be investigated is why members rate The Swan lower for value for money than Tower Bars. With the introduction of a new menu in the summer, recreating the success of the Tower Bars menu, it could be hoped that these scores will be more aligned in Q18.

EVENTS

19. 'Events organised by the Students' Union are…'

■ Strongly Agree ■ Agree ■ Disgree ■ Strongly Disagree

	Strongly Agree	Agree	Disgree	Strongly Disagree
"safe"	34%	63%	2%	1%
"relevant and student-led"	21%	70%	8%	2%
"enabled me to meet a friend"	23%	43%	25%	9%

In all three reflections on Students' Union events, the responses are positive in the majority, with 97 and 91 percent of respondents agreeing or strongly agreeing that they are 'safe' and 'student-led' respectively.

Best Bar None submission has seen us review and strengthen our policies with regards to safety.

"enable me to meet a friend" score is an area for development. With taking over the venues we have focused on commercial events within them and had to do this in a short time frame. With established events and menus we have more capacity to start creating networking events specifically to make friends for members less comfortable with Quack etc. The work of better supporting Academic Societies will also help as research from NUS shows most students identify socially around their course so are more likely to make friends with people on courses. We should ensure there is an events element to our extra support to academic societies that can help make people make friends.

In order to increase these responses, and ultimately satisfaction overall, we should look to promote SU facilities to our societies and encourage more events to be held within the venue. For any such events and for those that already take place, an increased SU branding would emphasise what services and facilities are available to all societies.
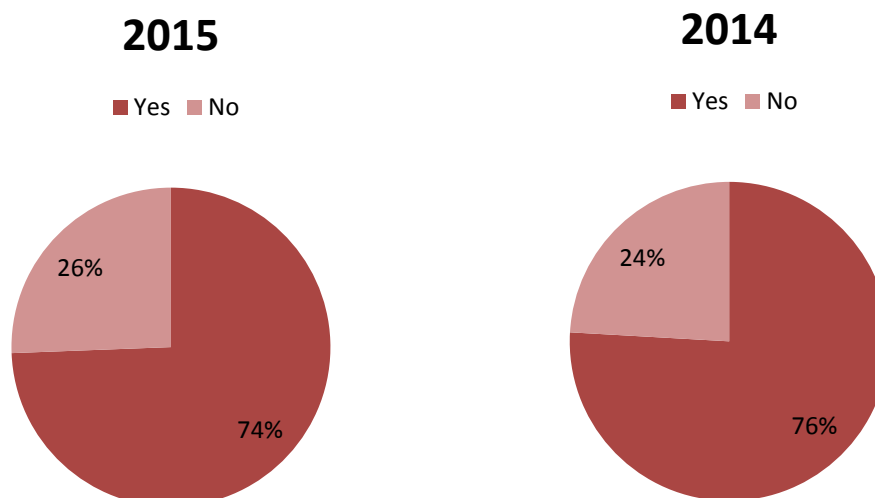
Key Recommendations
- More events from our societies
- More events branded as ULSU

- Emphasise member only events
- Feedback to students if there is any success with our Best Bar none submissions

EMPLOYABILITY

22. Do you know how to access the employability opportunities that the Union provides?

2015

■ Yes ■ No

2014

■ Yes ■ No

26%

74%

24%

76%

The 2015 Membership Survey sees a 2% decrease in the percentage of respondents who know how to access employability opportunities; given that there were over 600 more respondents to 'Speak Up. We Are Listening' than the 2014 Membership Survey, such a small reduction is not a significant issue. It does, however, highlight a need to make clearer that most, if not all of our services present an opportunity for students to improve their employability, and a need to promote ways in which they do this; equally, commercial services, in the context of part-time employment, also provide an opportunity for our members to develop skills and gain new experiences.

Of the 26% of respondents who do not know how to access these opportunities, the results show that 62% know who their Course Rep or Postgraduate Rep is, 50% and 54% knew how to access volunteering and activities respectively. This further indicates the need to promote the employability opportunities available from getting involved with the Students' Union services.

On the reverse, of those that responded yes to the question 'Do you know how to access the employability opportunities that the Union provides?' a high percentage were aware of Reps, Volunteering and Activities. Whilst this is positive to note and shows that when members are engaged with a service they are aware of how to access employability opportunities, there were still members that had no knowledge of these services.

We should use the annual update of our publicity in reps, volunteering and activities to take the opportunity to make the employability benefits more prominent.

23. Does the Union improve your employability with the opportunities it provides you?

2015

■ Yes ■ No

36%

64%

2014

■ Yes ■ No

34%

66%
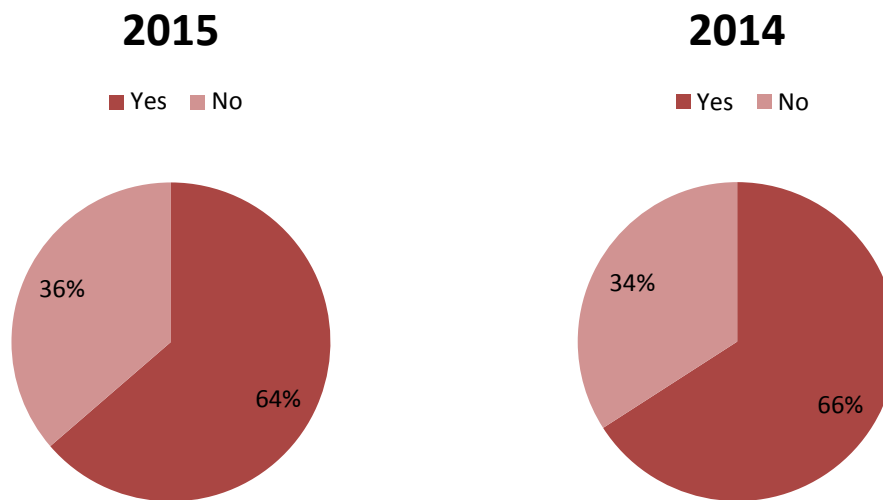
Responses to this question support what has been noted above: the 36% who do not believe our services improve their employability will be, in part, unaware of specifically how our services can do so. As such, we have a responsibility to make this more apparent, especially considering how highly employability rates as an area of concern in Q10.

Key Recommendations

- Employability plan which would focus on providing better access to workshops, Job Shop and trips to employability events
- Promote employability opportunities available from getting involved with the Students' Union services (Commercial and Volunteering)
- Use the annual update of our publicity in reps, volunteering and activities to take the opportunity to make the employability benefits more prominent

VOLUNTEERING

24. Are you aware the Student's Union provides a Volunteering service?

2015

■ Yes ■ No

22%

78%

2014

■ Yes ■ No

30%

70%
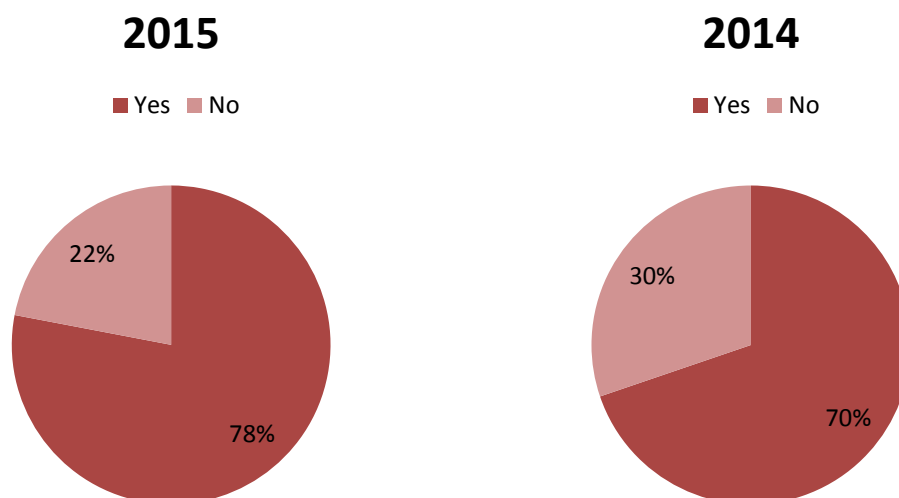
Even with an additional 600 responses and despite Community Action Days being the least well-known cross campus campaign of those listed in Q4, awareness of the volunteering service has increased by eight percent. Given the Community Action Days results mentioned, it is evident that other volunteering opportunities have become more prominent. The increased awareness here can also be attributed to a stronger connection between Activity and Academic Rep volunteers and the processes attached to volunteering (hours sign-off, registering, etc.); equally, increased social media presence on the part of the volunteering service, supported by more cross-account and sharing from the corporate account will have improved this. This, alongside non-opportunity posts by Volunteering (such as 'Thank You Thursday') should be maintained in order to continue to develop this online presence and, as a result, awareness of and interest in the service.

Jane Kilby, Volunteering co-ordinator, hosts GIGA (Get Involved Get Ahead) at the invitation of lecturers, jointly with Rachal, student employability co-ordinator. The aim is to let students know about all of the services that link to employability and Lincoln award. Each presentation can be tailored to the specific course. This heavily raises the awareness of volunteering and encourages members engage with extra circular activities.

Key recommendations to continue improvement

- Stronger connection between Activity and Academic Rep volunteers
- Improve processes attached to volunteering; automatic attendance at events as volunteering hours
- Increase social media presence
- Continual re-development of the volunteering brand which makes the service recognisable and eye catching
- More GIGAs

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25. Are you interested in undertaking a Volunteering opportunity?

2015

■ Yes ■ No

49%

51%

2014

■ Yes ■ No

39%

61%

This year's results show less interest in undertaking a volunteering opportunity than the previous year, with the 'yes'/'no' responses being almost equal. This is unsurprising given the decrease in awareness of the service; members are unlikely to be interested in a service for which they have little context – what it provides, its benefits, and so on; to increase interest we must first open the dialogue for increasing awareness.

Balancing academic and social time was a concern for almost 60% of our members; this will have no doubt been a consideration for members when responding to this question. This concern of time management also saw an increase of 1.7% when comparing to 2014 results.

This is fully supported by the qualitative data, where members who responded 'no' were asked why.

Key Recommendations

- Increase awareness of service
- Emphasise how small time commitment / flexible some opportunities can be
- Peer-to-peer communication between Community Reps for Community Action Days

<u>VOLUNTEERING – REGISTERED/PLACED</u>

Access to the following questions was limited to members who have been registered for or been placed in community volunteering opportunities, in order to ensure the responses are given only by those who have engaged with the service and can therefore offer quality, relevant answers, based on their interactions.

1. How would you rate the quality of support from the Union as a volunteer?
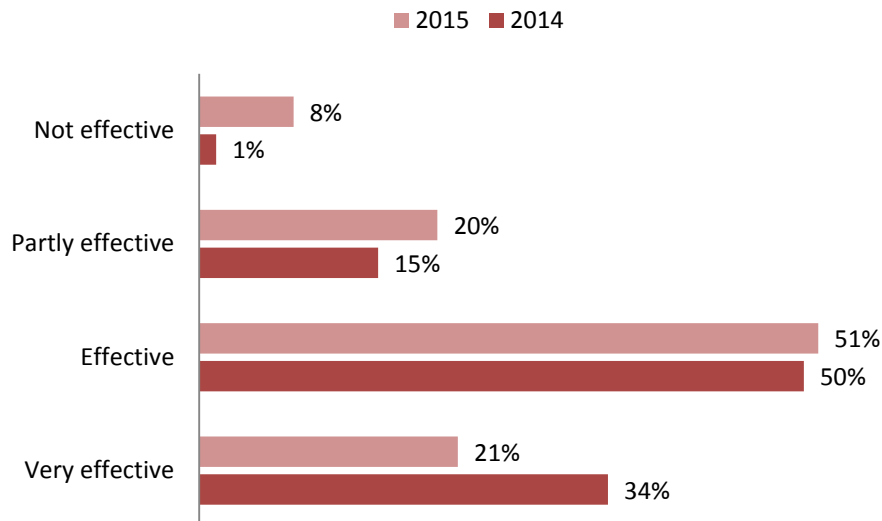
Of all registered/placed volunteers who responded to the survey, 72% feel the support they have received is effective or very effective, while only 8% said that the support was not effective. However, the responses previously attributed to 'very effective' have been converted to 'not effective' in the majority (seven percent out of the 13%). It is worth noting that the demographic given access to these questions does not account for Academic, Liberation or Activity volunteers, only registered or placed Community Volunteers, and as such the reflection on support for volunteers draws directly upon the Volunteering Department's processes.

Due to the movement of the volunteer service, less face to face communication is able to take place. To compensate for this, phone calls and sign posting to drop in is hugely relevant. Using the volunteer celebration, further feedback could be sought into the flexibility of drop in time to see if this is a factor / and if they need to be changed.

As with many things, the movement towards electronic access and processing is taking precedence. With the logging of hours made available online (and then submitting evidence on paper) this may also be a driver to the satisfaction in quality of support received as a volunteer. However, future work into the usability, such as using drop-in to facilitate logging of hours, or if further improvements can be made with this process, it would be expected that this response could improve.

2. Did being involved as a Volunteer enhance your University experience?

2015

Yes ■ No

21%

79%

2014

Yes ■ No

18%

82%
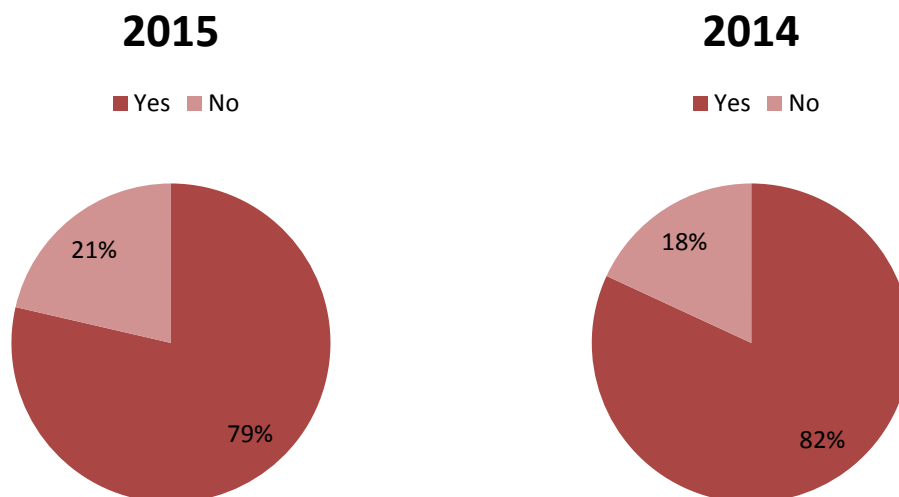
Presenting another minor decrease in positive answers, 79% of respondents feel their involvement with volunteering improved their experience, compared to 82% last year. The implication here is that social and academic benefits in particular, but also academic ones (see Q23 regarding services' effects on employability), are not as apparent as they have been in previous years.

'Experience' and 'CV' both featured very highly in the qualitative responses when members were asked why they would (or wouldn't) volunteer again. This further supports the desire to gain knowledge and skills when volunteering that can be used towards career prospects. Using employability more prominently as a reason to volunteer, could increase the user experience here and ultimately result in more members wanting to volunteer again.

A further possibility is that this score is linked to those students who signed up for volunteering but were not placed onto a volunteer opportunity – next year it may be useful to try to collect data that enables us to differentiate between those placed and those who weren't.

3. Would you volunteer again?
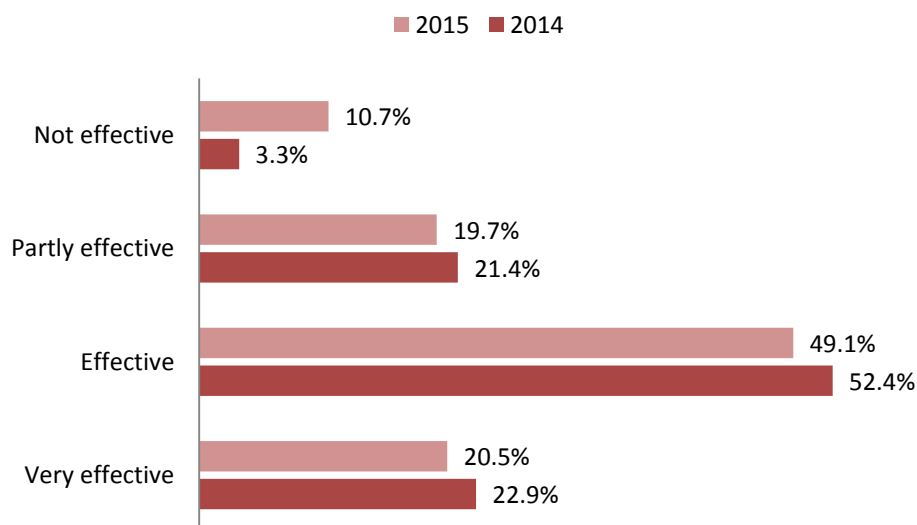

21%

79%

■ Yes
■ No
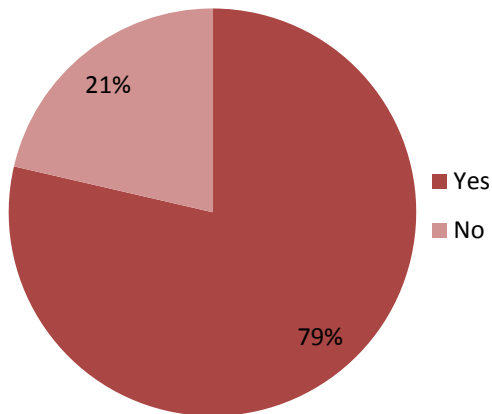
Responses to this question are to be expected, as data suggests that all those who gained no enrichment to their University experience as a result of volunteering would be unwilling to give up their spare time to do so again; if there are no tangible benefits, our members are unlikely to want to fit volunteering into their already high-pressure University life. More positively, the 79% of 'yes' responses have clearly found some social, personal, academic or professional benefit in their volunteer role(s).

Here is another example where 'Balancing academic and social time' would be a factor for members when responding to this question.

The next questions was 'Please detail why below' this was to encourage both those that would and wouldn't volunteer again. It is as beneficial to look both positive and negative responses so the volunteering service can continue its good work as well as develop on any areas of weakness felt by members.

'Experience', 'people', 'CV', and 'Time' are common occurring themes here again.

4. How would you rate the communication you have received as a user of this service?

■ 2015   ■ 2014

Not effective — 10.7% / 3.3%
Partly effective — 19.7% / 21.4%
Effective — 49.1% / 52.4%
Very effective — 20.5% / 22.9%

The data shows a significant increase (7.4%) in 'not effective' responses. This could be attributed to students' ever-higher expectations, and highlights that more needs to be done both publicly (via social media) and privately (via direct email follow-

ups) to increase the strength of communication for our members who are volunteers.

The creation of an Employability Communications Plan in partnership with careers, along with a personalised marketing plans for volunteering as mentioned earlier in this report would address some of the more specific feedback received from the question.

2015 will see an improvement and more joined up approach with communication and assistance to members with employability.

To improve communications, users of the service want to see *more*:

| Key Recommendations |
| --- |

- Better planning of email and monitoring impact of content

- More emphasis on employability

- Improve processes attached to volunteering

- Increase social media presence

- Continual re-development of the volunteering brand which makes the service recognisable and eye catching

- Emphasise how small time commitment / flexible some opportunities can be

- More GIGAs

ACTIVITIES

26. Are you aware that the Students' Union provides an Activities service?
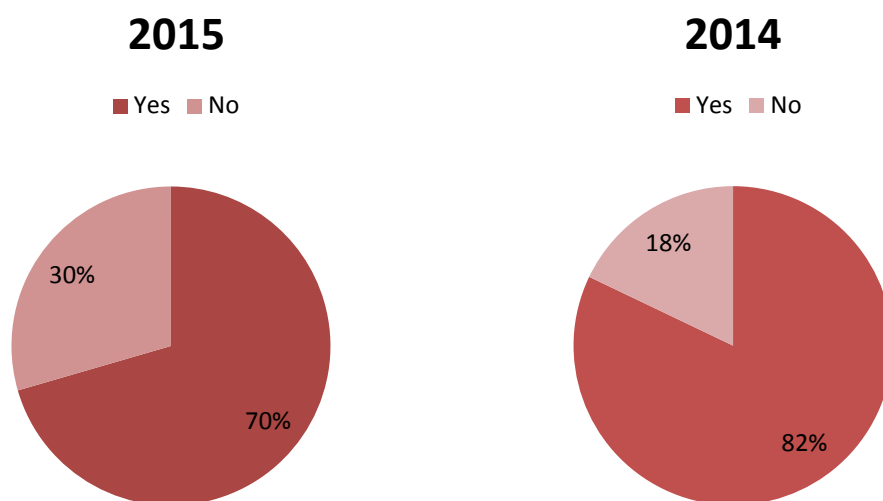
The 2015 survey data presents an additional 12% of respondents who are unaware that we provide an Activities service, though to have 70% awareness is still promising given that only 27.5% of all Students' Union members have an Activity membership.

This reduced awareness of the Activities service may firstly come as a result of the disparity between terminologies, wherein student-led Activities view themselves as two separate entities – Sports, and Societies – and want to be treated as such. This was reflected in the 2014 question "Are you aware that the Students' Union provides an Activities service (Sports, Societies, Trips and Events)?

Communication has previously been identified as a weakness for the department, particularly for those students already engaged with them. Reduced staff resource this year will have no doubt made these improvements difficult. A communications plan focussed on those with active memberships could be used to improve awareness of the service moving forward. The updated and improved Activities Handbooks will contribute to the success of improved communication also.

Communication to non-members of Activities should focus on how to join, taster sessions and supporting activities. This content should be planned in advance and promoted from both the sports and the societies social media accounts as well as the main SU. Non-members are unlikely to be currently engaged with activities' social media and therefore this emphasises the need for more joined up working and use of the marketing and communications team expertise.

27. Are you interested in participating in an Activity?

2015

■ Yes ■ No

44%

56%

2014

■ Yes ■ No

35%

65%

More respondents are aware of the service than are interested in making use of it, though in this instance results are slightly more favourable. Just as noted in the Volunteers' Q1, more needs to be done to increase the attractiveness of the service, with particular focus on its many and significant benefits, in order to close the gap between awareness and interest.

Balancing academic and social time was a concern for almost 60% of our members; this will have no doubt been a consideration for members when responding to this question. This concern of time management also saw an increase of 1.7% when comparing to 2014 results.

This is further evidenced by the qualitative data. As can be seen by the word cloud, left, 'Time' and 'Busy' are the two most prominent words.

Of the 464 members who responded 'No' to the question 'Are you interested in participating in an activity?', only 85 respondents provided a further explanation. Whilst a small representation, it is clear that much work needs to take place in promoting the benefits of participating in an activity that would balance out the concerns highlighted here. It could be presumed that the 379 members that did say 'no' but declined to comment indicates that there is a lack of awareness or that members do not have an interest in participating.

2015 Annual Membership Survey Analysis INTERNAL USE ONLY

- Increase awareness of service to non-members including how to join and taster sessions
- Create communications plan with Marketing and Communications
- Address members concerns regarding academic and activities balance

ACTIVITIES – MEMBERS OF SPORTS CLUBS AND/OR SOCIETIES

Access to the following questions was limited to members of Sports Clubs and Societies, in order to ensure the responses are given only by those who have engaged with the service and can therefore offer quality, relevant answers, based on their interactions.

1. Does your membership provide value for money?

2015

■ Yes ■ No

2014

■ Yes ■ No
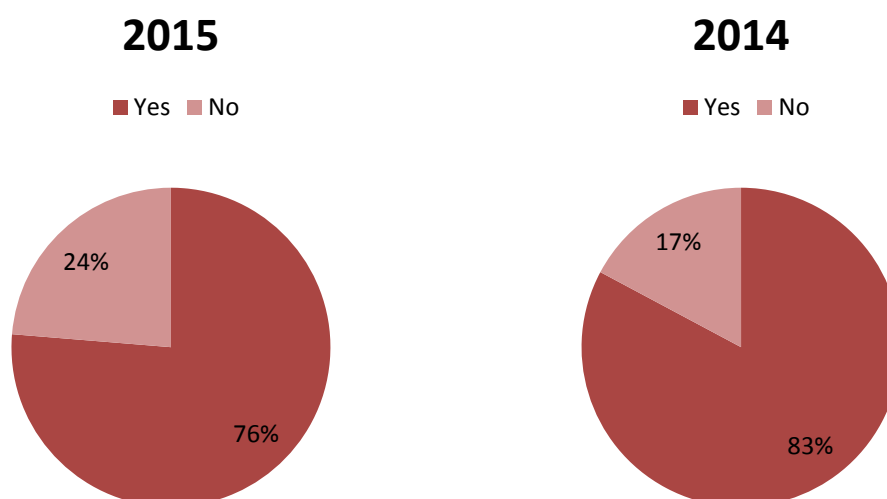
7% fewer Activity members feel their membership provides value for money compared to last year. This can be attributed to one internal and one external factor:
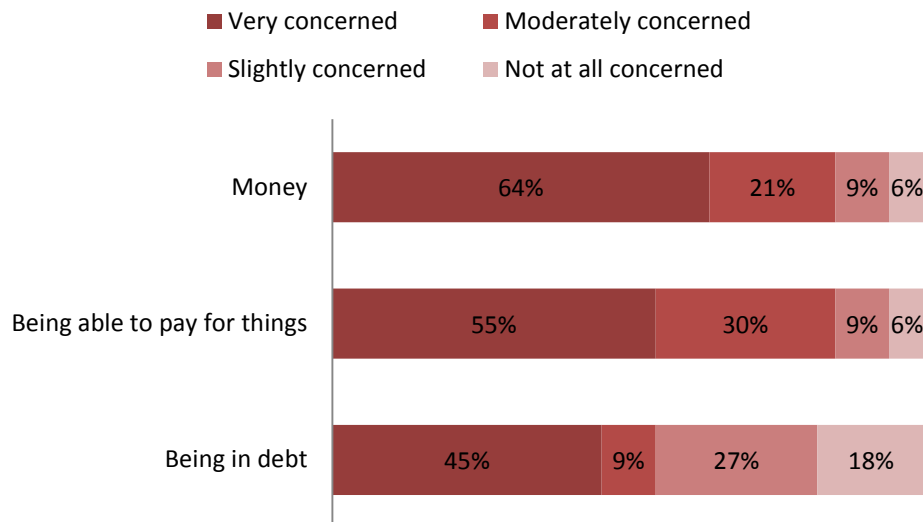
Internal:
The introduction of a BUCS Fee in 2014 for sports competing in BUCS of £15 with the addition of insurance costs for Sports (£5) and Societies (£2) and minimum price of £5 which goes to the club.

External:
A word count shows that 'Money' is the most common occurring word when activities members provided their concerns as to why they felt membership didn't provide value for money. By cross tabulating negative responses from this question with financial concerns in Q10 'How concerned are you about the following issues on a daily basis?' it clearly indicates that a high percentage of members who have
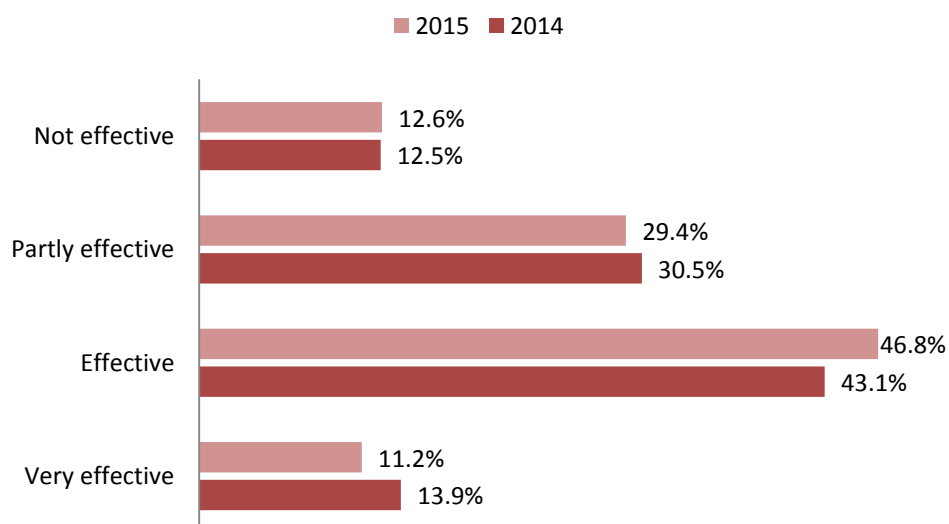
financial concerns do not feel that their membership is value for money compared to those who said yes. This suggests that where money is a concern overall it has a knock on effect of member's perception of value for money.

Members who felt their membership did not provide value for money

Legend: ■ Very concerned ■ Moderately concerned ■ Slightly concerned ■ Not at all concerned

	Very concerned	Moderately concerned	Slightly concerned	Not at all concerned
Money	64%	21%	9%	6%
Being able to pay for things	55%	30%	9%	6%
Being in debt	45%	9%	27%	18%

Based on these findings, it would be apparent that clearer information needs to be provided about how the fees contribute towards membership. The means by which the fees are packaged could be reviewed and benefits of membership need to be highlighted during promotion. Based on the fact that overarching financial concerns affect perception of membership, value for money could be a key hook to encourage more students to take membership.

2. How would you rate the quality of support from the Students' Union as a member of an Activity?

Legend: ■ 2015 ■ 2014

|	2015	2014
Not effective	12.6%	12.5%
Partly effective	29.4%	30.5%
Effective	46.8%	43.1%
Very effective	11.2%	13.9%

It is promising to see that the most significant difference in data from 2014 to 2015 is the improvement to 'effective' responses (3.7% higher), while 'partly' and 'very' have reduced by an average of 1.9 percent and 'not effective' responses have increased insignificantly. In consideration of the stretched staff resource in the

Activities Department, the data shown here, with 87.4% of eligible respondents feeling the support is at least partly effective, is a reasonable result. With improved resource it would be hoped that the scores for 'Very Effective' and 'Effective' will increase.

The introduction of the online dashboard will no doubt increase member satisfaction in that information will be more readily accessible. Training for committee members will begin in April, earlier than in previous years, which allows for communication between both new and old committee members.

3. Did being involved in a Union-run Activity enhance your University experience?

2015

■ Yes ■ No

2014

■ Yes ■ No
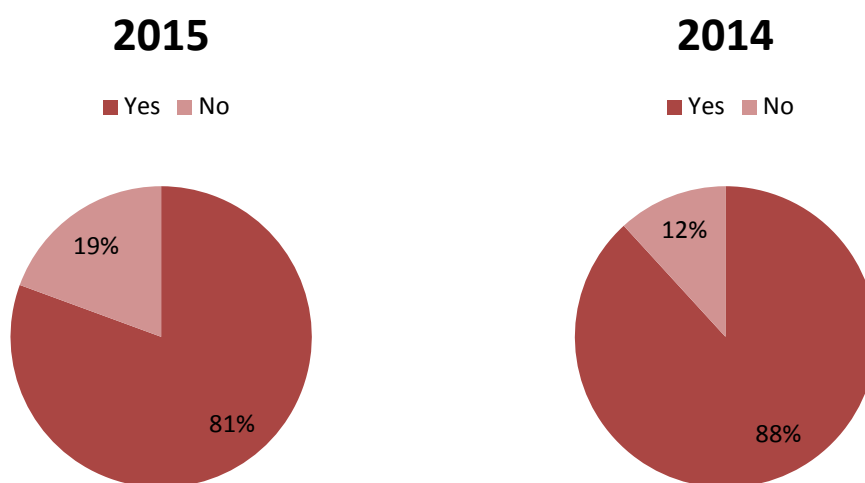
The 2015 responses present a 7% decrease in the perception that being part of a student-led Activity provides an enhancement to members' time at University. This is problematic because for all members, regardless of whether they are part of their Activity Committee or are a standard member, Sports Clubs and Societies should be a fulfilling opportunity to engage in hobbies and interests, and a very social experience. Though this perception is partly out of our control (because Activities are run by students) we do have a responsibility to oversee how Sports Clubs and Societies are run, ensuring it is being done effectively, professionally and in reflection of the organisation's values; we also have a responsibility, as noted previously, to promote the benefits of being part of an Activity and to empower our members to make something positive of experiences therein.

With better, earlier training for Committee members we will be able to improve future responses to this question from the inside out, by putting Committees at the forefront of giving their members the best possible time with their Activity. Pressures external to the Activities themselves, such as limited staff resource, have made our part in ensuring a positive and fulfilling time for Activity member more difficult; with normalised staff resource in the Activities team and more effectively trained Committees, members' experience should easily improve.

The development of academic societies where activities have a strong commonality to studies will help establish a clearer link to their academic experience which has been highlighted as the number one concern from Q10 'How concerned are you about the following issues on a daily basis?'.

4. How would you rate the communication you have received as a member of an Activity?
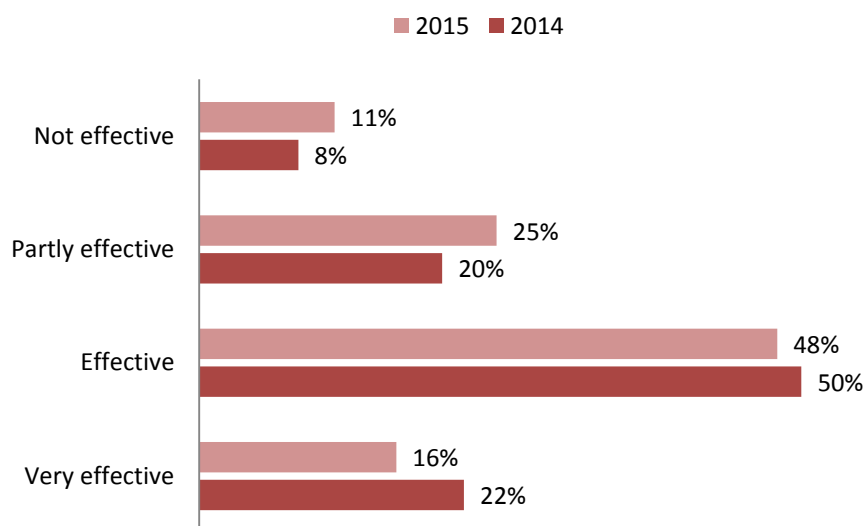
As addressed in Q26, Activity members have previously identified communication as a weakness of the Activities service, and qualitative responses from 'Speak Up. We Are Listening' suggest that this issue lives on. Overall, the most positive responses ('effective' and 'very effective') have decreased by 8%, with an increase in 'not effective' responses now accounting for 3% of this. With the pressures of staff resource this is to be expected, though the downturn is fairly significant.

Responses to this question may also reflect on those students who lead their Sports Club or Society, as opposed to just the Union's Activities staff; as an organisation we should take action to ensure those who are Committee members are able to effectively communicate and represent their members, by empowering them to be effective Activity leaders, such as through training (as noted in Activities Member Q3) and better access to membership lists as provided by Activities Dashboard.

Key Recommendations
● Better planning of email and monitoring impact of content
● Introduction of Activity newsletter on a monthly basis
● Change e-mail addresses

● Repackage cost of joining club/society to reflect need for improved value for money
● Earlier training for committee members

● Increase social media presence

● Continue to enhance and expand the Activities Dashboard