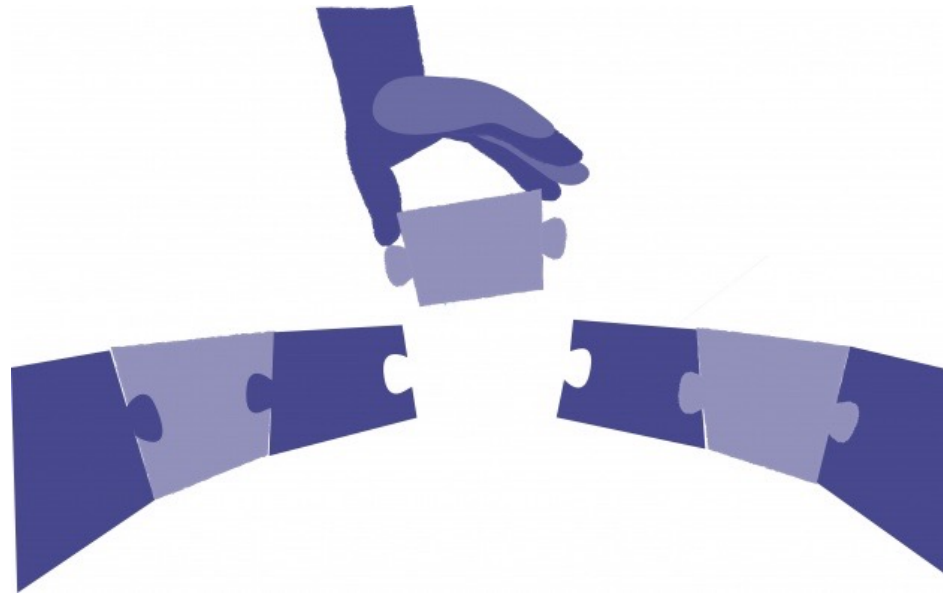
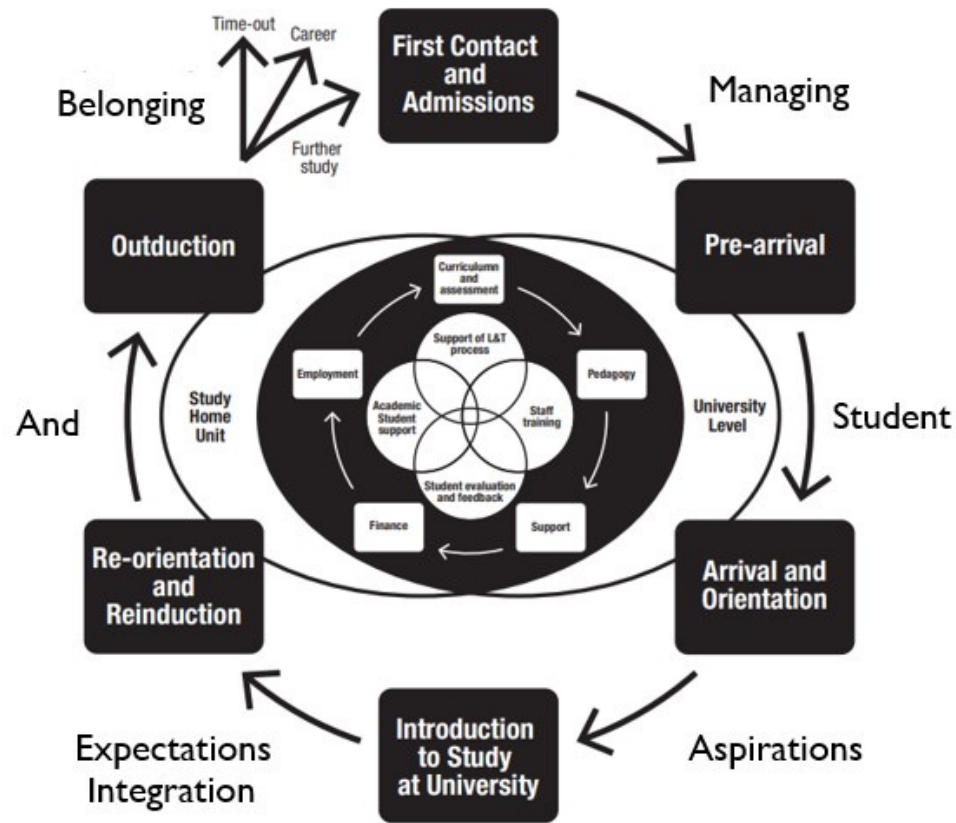


Supporting the student experience

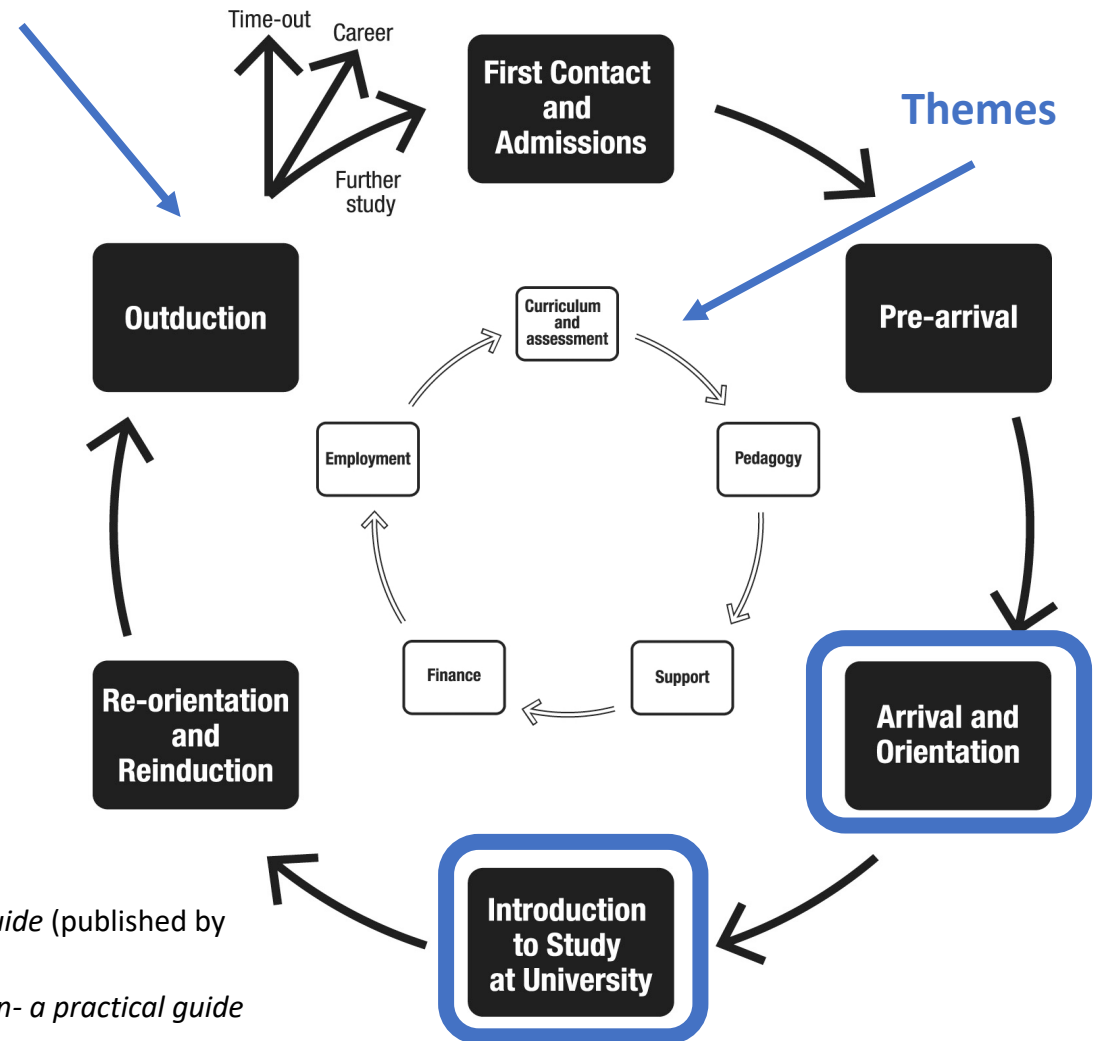
The early transition stages



The Student Experience Transitions study lifecycle



Stages



[Improving the Student Experience by Michelle Morgan - Official Website](#)

Editor/Chapter and Case Study Author of *Improving the Student Experience- a practical guide* (published by Routledge 2011)

Editor/Chapter and Case Study Author of *Supporting Student Diversity in Higher Education- a practical guide* (published by Routledge 2013).



Definitions of each stage

First contact and admissions

This is where the management of applicant aspirations and expectations of university should start with the provision of clear and honest information.

Pre-arrival (for all students)

This is the stage when new students get ready to come to university, and institutions should have a basic understanding of the backgrounds and support requirements of their new students. It is also when existing students prepare to return to their studies after the vacation period. There are two key elements to pre-arrival which are the hygiene factors (e.g. enrolling and sorting out accommodation), and course information (e.g. knowing when to arrive for course orientation/reorientation, pre-arrival coursework required and support available). Pre-arrival occurs from a few weeks before starting or returning to university study.

Arrival and university and course orientation

Arrival and course orientation is the period when new students arrive on campus, start to navigate their way around an institution, and settle into university life (up to 3 weeks). During the course orientation, students are introduced to their course with 'Induction to study' starting soon afterwards (see next stage). Arrival and Orientation takes place over the first three weeks.

Induction/introduction to study

The induction to study stage is where students start to lay the foundations for successful study in their course by equipping them with the relevant study and research skills for the level of study they have entered. This includes identifying and bridging study and knowledge gaps. This stage takes place over the first term/semester enabling students to undertake an 'academic' cycle so they understand what is required of them and how the learning processes work at university.

Reorientation and reinduction

Reorientation for returners covers information on what is academically expected of them in the coming year, where they can reflect on the skills they acquired the year before, and to identify what they need to build on and develop in order to succeed in their new level of study. Reinduction takes place over a longer period and introduces returning students to new skills to help them actively engage in the learning and assessment processes. The reorientation material resides on a returners pre-arrival page. Reorientation takes place over a 1-2 week period.

Outduction

Just as students are inducted into study when they enter higher education, they also need advice and support on how to make the transition out of it so they can effectively adapt to life post study through the outduction stage. This activity should start at the end of the penultimate year of study but proactively be undertaken in the final year. Again, information resides on the final year pre-arrival pages.





Six key themes for student futures



Support for students before they reach university



An induction into university life for each year of study



Support for mental health and wellbeing



A clear outline of the teaching students will receive and the necessary tools to access it

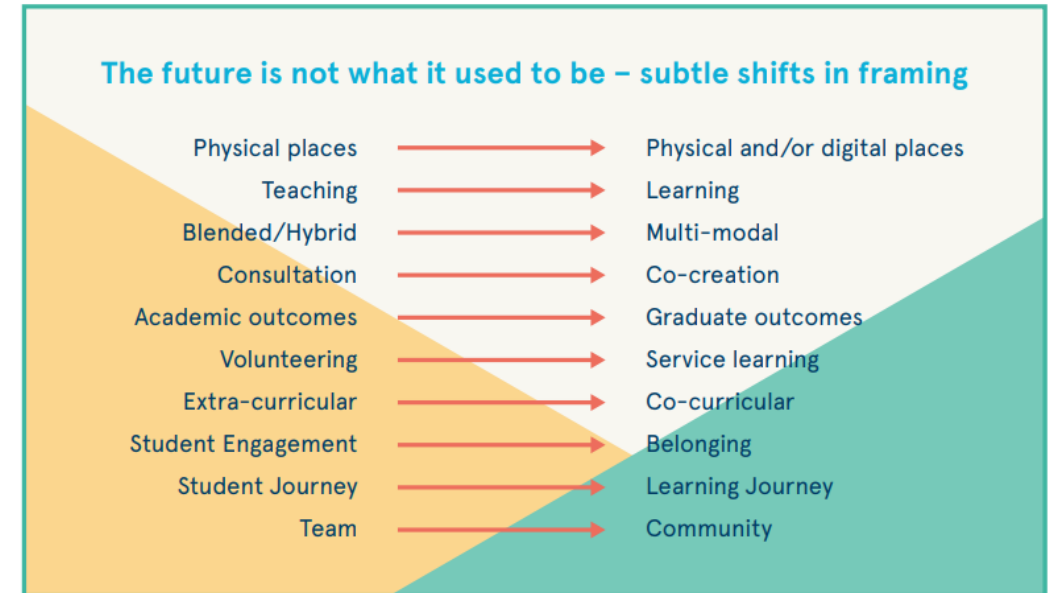


Activities inside and outside the curriculum that build skills, networks and communities



A clear pathway towards graduate outcomes

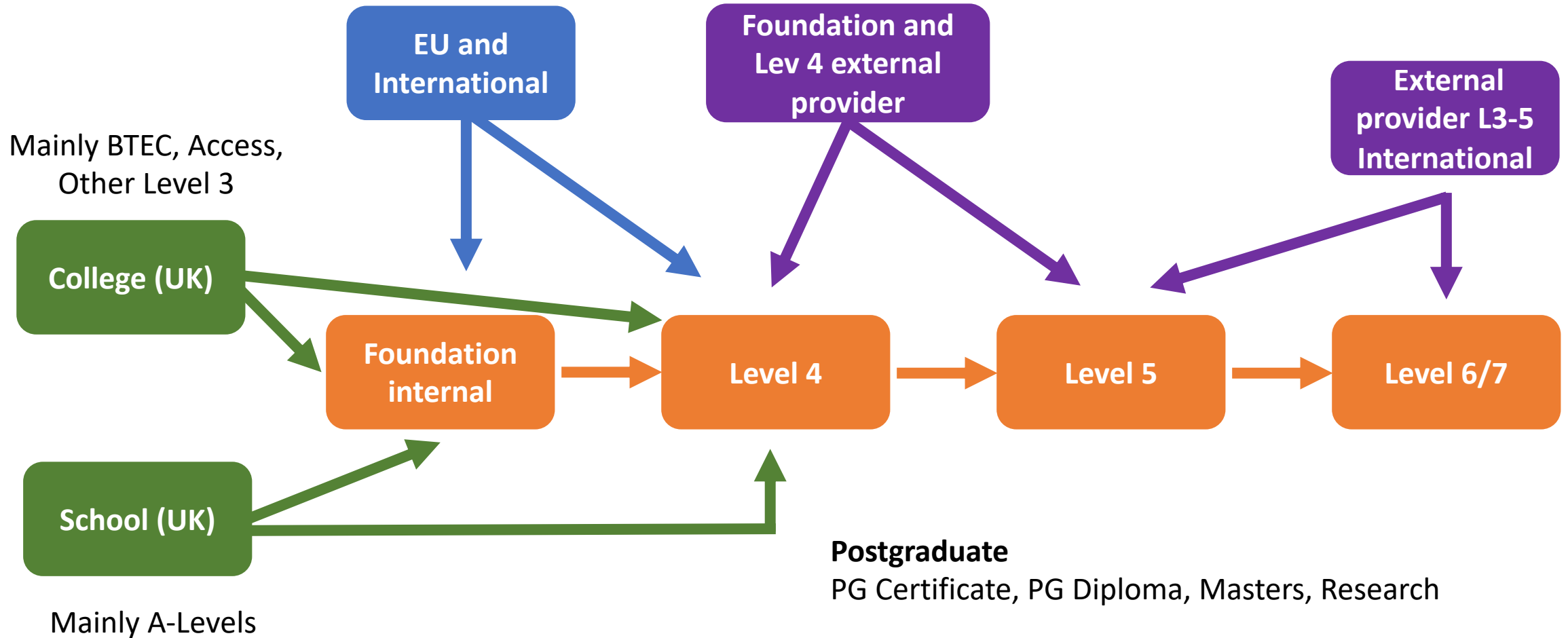
Shifts in higher education



Source: [A Student Futures-Manifesto-Final-Report-of-the-Student-Futures-Commission.pdf](https://www.upp-foundation.org/A-Student-Futures-Manifesto-Final-Report-of-the-Student-Futures-Commission.pdf) (p8 and 9)



What we need to know- Where our students come from



Substantial growth in international Masters students

What we need to know- the ongoing impact of the pandemic

5 broad learning experiences of applicants in 2023/24

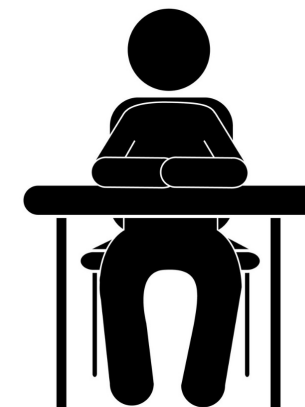
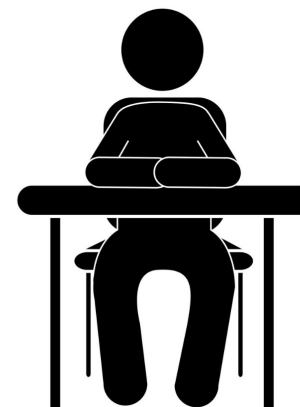
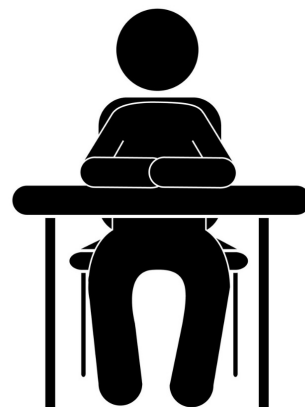
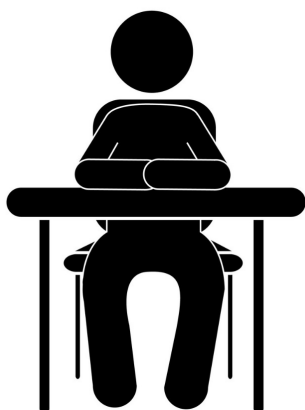
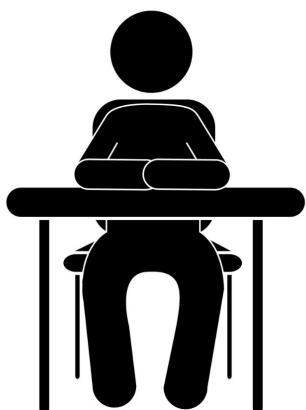
Pre-covid
2018/19

During covid
Phase 1
2019/20

During Covid
Phase 2
2020/21

'New normal'
Phase 3
2021/22

Ongoing impact
Phase 4
2024/25



Impact= challenges of Covid19 Lockdown (isolation, mental health, financial challenges) and rapid changes in delivery of teaching, pedagogy and assessment.

New entrants from school/college

GCSE – final year 2021

A-Level/BTECs – Yr 1 2023

Yr 2 2024



What is important to know-prior learning experiences, expectations and concerns on entry

Aims and objectives of the Pre-arrival Academic Course Questionnaire PAQ

It collects key data to help university, school and course leaders and academic advisors understand the prior learning experience of entrants, and how that may impact on their current expectations and engagement.

- Anonymous at point of delivery so students feel comfortable completing it.
- Reflective learning journey to get them thinking about their upcoming studies.
- Provide appropriate and meaningful pre-arrival and arrival activity thus creating some parity of experience across school courses.
- Schools get headline findings within a week and questionnaire findings feed into a SAWY/Video guidance within 4 weeks of starting with signposts to support and advice.
- The findings help central services and outreach in correcting expectations in information for schools and colleges.

Other approaches

- During the applicant stage - Exeter
- Include questions during the enrolment process - Teesside and UWS

Sections

Previous study qualifications
Previous study experience
Motivations and challenges
Study expectations
Current learning expectations
Attitudes towards study
Biographical questions

The right data creates evidence and dispels assumptions and myths

Evidence creates change

Change helps manage challenges



Evidence provided

- Pre-arrival Academic Course Questionnaire findings

(formalised through the 11 University, HEFCE funded Postgraduate Experience Project (was previously called Entry to Study Survey))



Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project

Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers.

Analysed and written by Michelle Morgan and Ines Direito
Edited by Michelle Morgan



[Postgraduate-Experience-Report-Final-Kingston.pdf](#)
(makingthemostofmasters.ac.uk)

Bridging the gap between secondary and tertiary education

Findings from the Undergraduate Level 4 Pre-Arrival Academic Questionnaire (PAQ)

A case study from a Post 1992 University



Dr Michelle Morgan
February 2020

[Bridging the gap between secondary and tertiary education-Morgan 2020.pdf](#)
(improvingthestudentexperience.com)

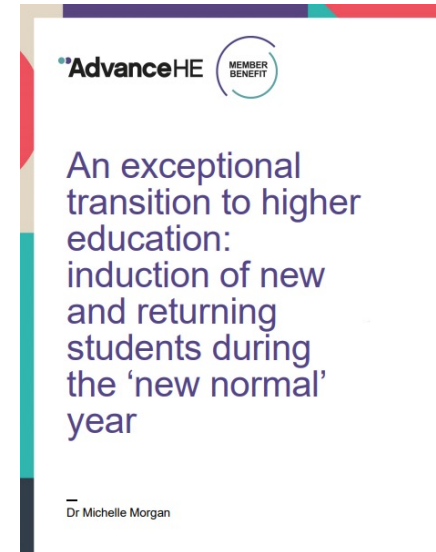


Financial concerns and working intentions of incoming Level 4 students

The potential implications for applicants and students in 2020/21 due to Covid19

Dr Michelle Morgan 3 August 2020

[Financial concerns and working intentions of incoming Level 4 university students- implications of C19.pdf](#)
(improvingthestudentexperience.com)



[An exceptional transition to higher education: induction of new and returning students during the 'new normal' year | Advance HE](#)
(advance-he.ac.uk)



Prior learning experience, study expectations of A-Level and BTEC students on entry to university and the impact of Covid19

Findings from the undergraduate Pre-Arrival Academic Questionnaire 2019 and 2021

Author: Michelle Morgan

Forewords: Guga Apampa, Amanda Broderick and Ian Pickup

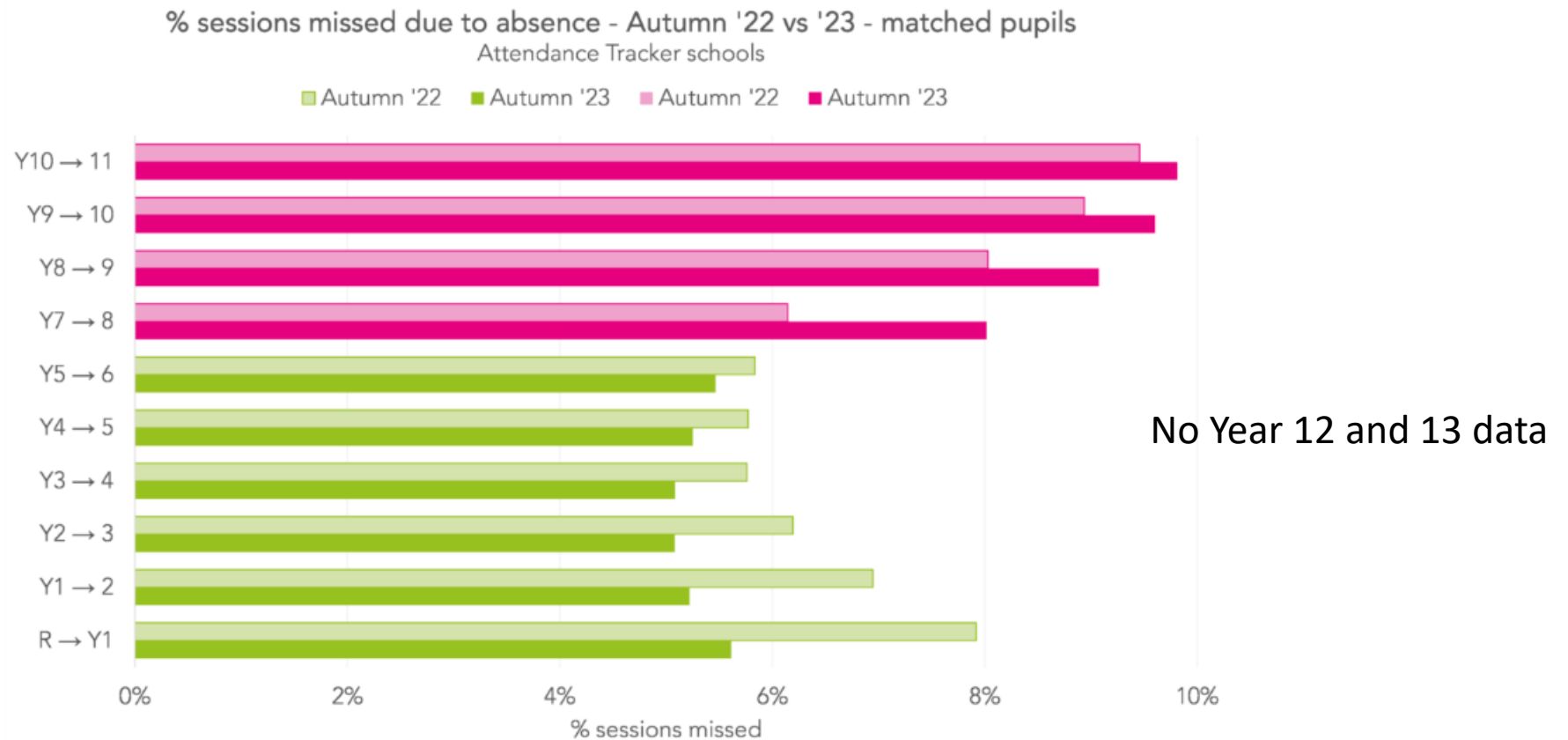
Comment contributions by: Philippa Alway, Pallavi Banerjee, Diana Beerth, Sordaya Blake, Sally Brown, Rosie Bryce, Tiffany Chi, Mary Currook-Cook, Catherine Dibout, Ian Dunn, Les Ebdon, Vivi Friedgut, Ed Foster, David Gray, Debbie Holley, Annie Hughes, Gareth Hughes, Ben Jordan, Patrick Johnson, Hugh Jones, Hugh Matthews, Emma Mastini, Emily Mitchell, Chris Millward, Tony Moss, Saira Nephil, Natasha Pleister, Johnny Rich, Dominique Thompson, Sue Smith, Rose Stephenson, Kate Swinton, Li Thomas, Julie Walling, Jijj Wareing, Sue Williamson, Billy Wong and Andy Youff

[Prior learning experience, study expectations of A-Level and BTEC students on entry to university and the impact of Covid19 | Advance HE](#)
(advance-he.ac.uk)

What is important to know-prior learning experiences

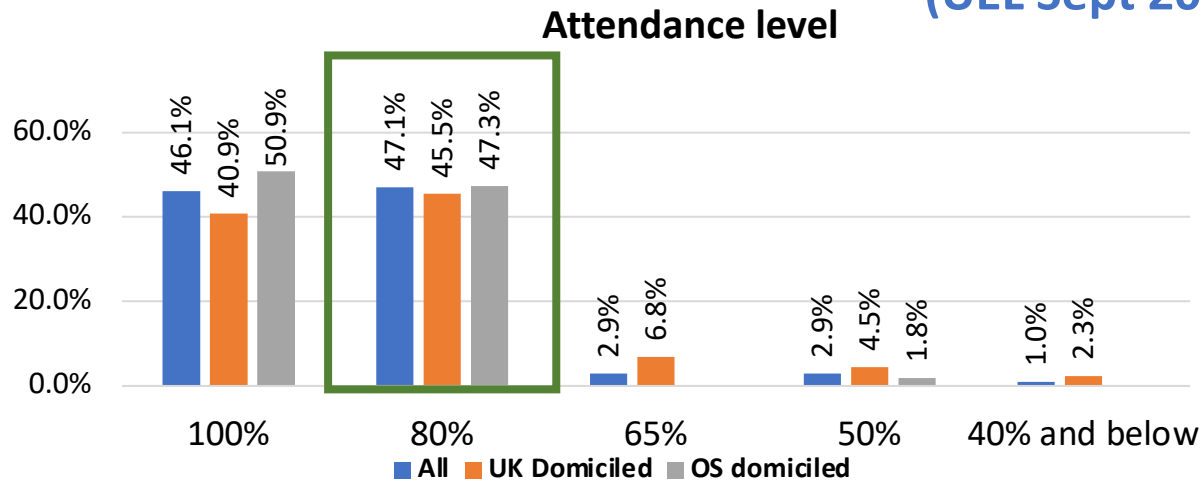
Overall changes in absence rates

To start, let's look at the percentage of sessions missed in Autumn 2023, and compare it with the percentage of sessions missed by the same pupils in Autumn 2022. We'll split the data by year group.



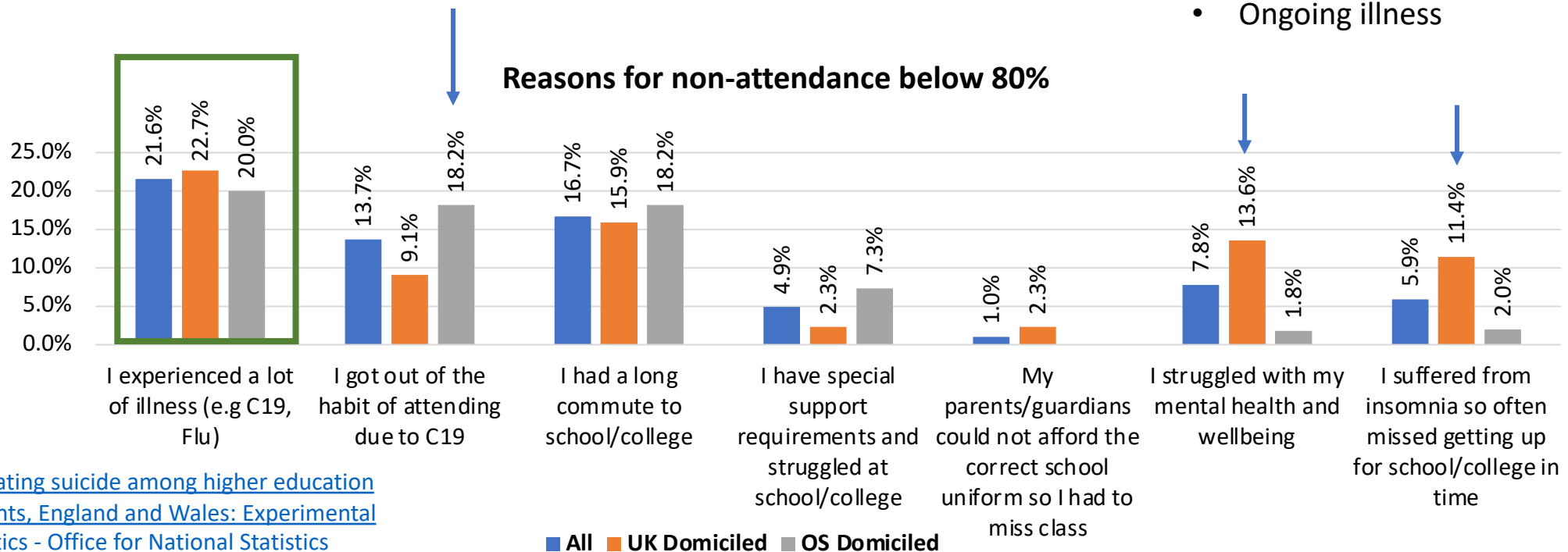
School and college attendance

(UEL Sept 2023 PAQ)



Other reasons

- Carer
- Needed to work
- Operation
- Ongoing illness



[Estimating suicide among higher education students, England and Wales: Experimental Statistics - Office for National Statistics](#)



What we know about incoming students.....

- Increase in mental health declarations

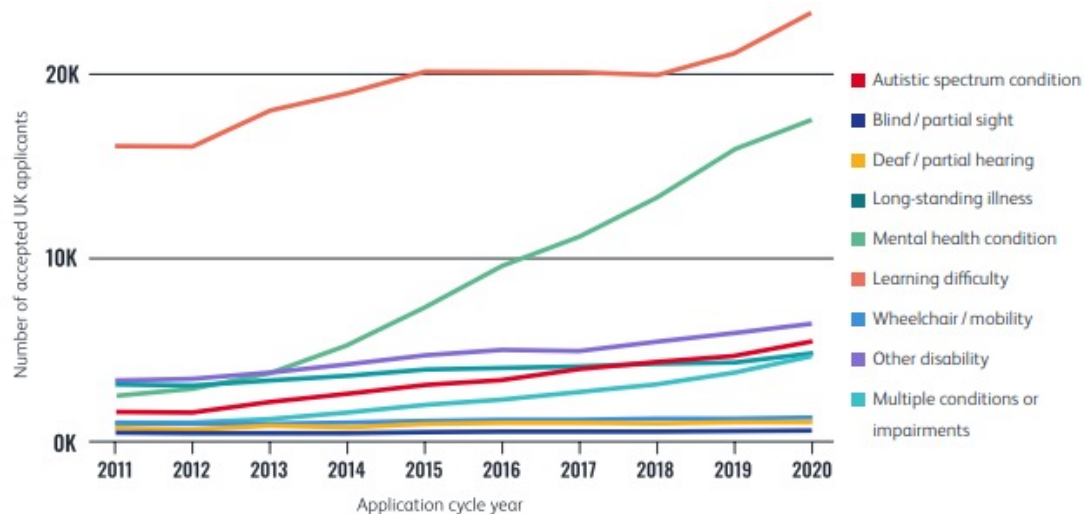
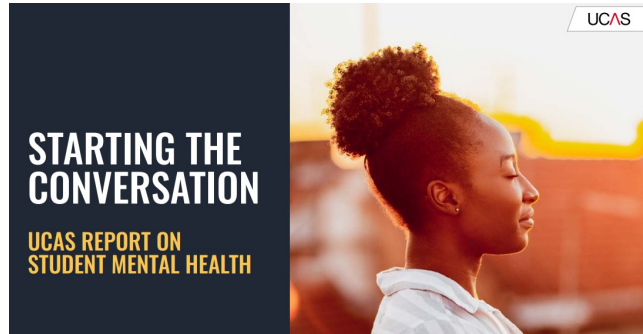


Figure 1: UK accepted applicants by declared disability 2011-2020³

[450% increase in student mental health declarations over last decade but progress still needed to address declarations stigma | Undergraduate | UCAS](#)

- 3.7% of all UK applicants now declare a mental health condition – up from 0.7% in 2011.
- Women are 2.2 times more likely to declare a mental health condition than men.
- Alongside engineering, medicine and dentistry courses have the lowest declaration rates with only 1.4% of accepted applicants sharing an existing mental health condition.
- Some LGBT+ students - six times more likely to share a mental health condition
- Care experienced students – almost three times as likely.
- One in five students research support specifically for an existing mental health condition before they apply
- More than one in four look at the provision of general mental health and wellbeing services

What we need to know - prior learning experiences

- Prior learning experiences are different to university
 - *Only a third of new undergraduate students had experience of using a library at school or college*
- Use of digital resources in school and college generally reverted back to patterns pre-pandemic so don't assume digitally learning experienced
- Concerns about knowledge gaps as a result of the pandemic and ongoing illness
- Lack of confidence about ability to study at tertiary level
- Digital experience and poverty impacting on learning



School and college =
being taught

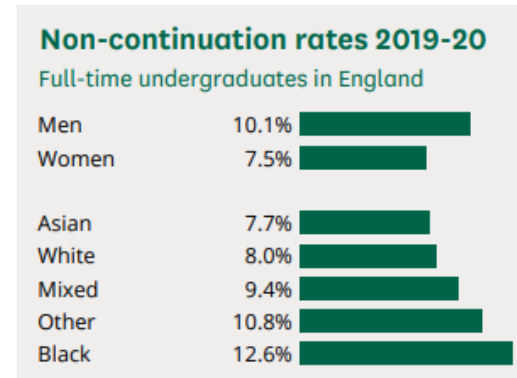
University = learning

What we know- factors impacting on mental health

Student characteristics including those that are ‘protected’ and type of entry qualification, impact on retention, progression and success. Many of these are in the Office for Students report on *UK domiciled Student characteristics data: Student outcomes* report

Known knowns of disadvantage

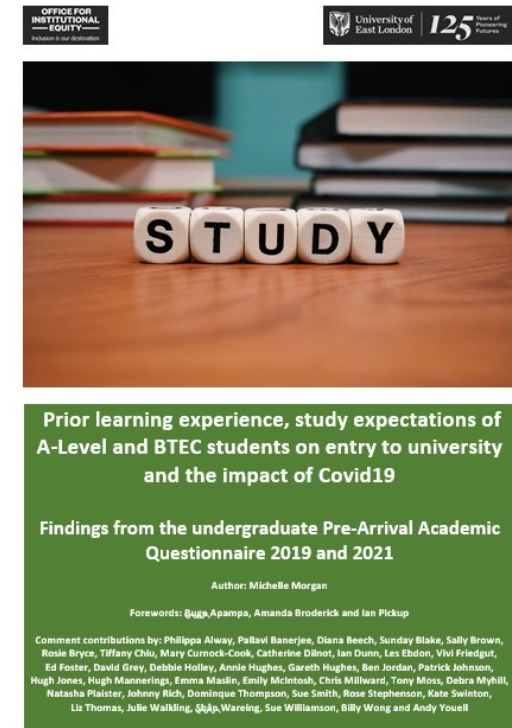
- Care experience
- Disability
- Estrangement
- Ethnic minorities
- Free meals
- Generational status
- Mode of study
- Sex
- Sexual orientation
- Socio-economic background
- TUNDRA
- Polar and Index of Multiple Deprivation (IMD)



[Equality of access and outcomes in higher education in England - House of Commons Library \(parliament.uk\)](#) Research Briefing by Bolton and Lewis, 2023



[Student characteristics data: Entry qualification and subject data dashboard - Office for Students](#)



[Prior learning experience, study expectations of A-Level and BTEC students on entry to university and the impact of Covid19 | Advance HE \(advance-he.ac.uk\)](#)

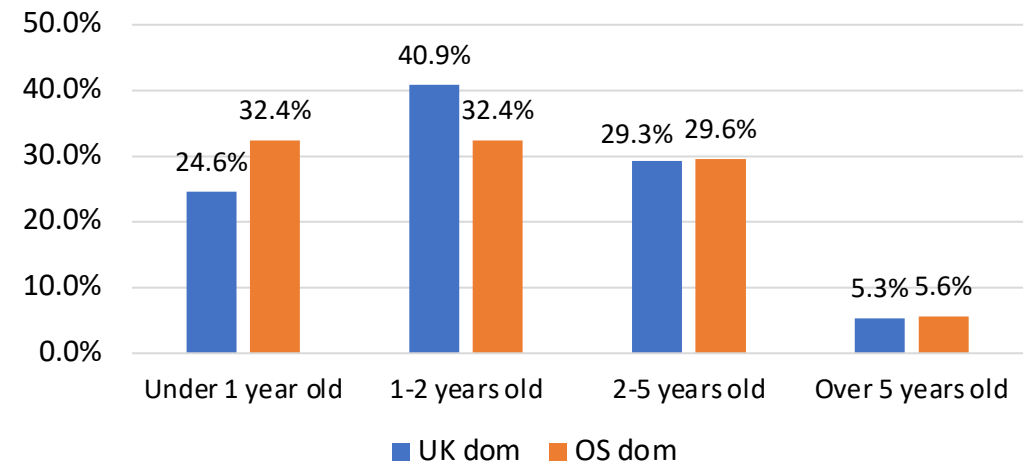


Type of mobile phone and data (UEL Sept 2023 PAQ)

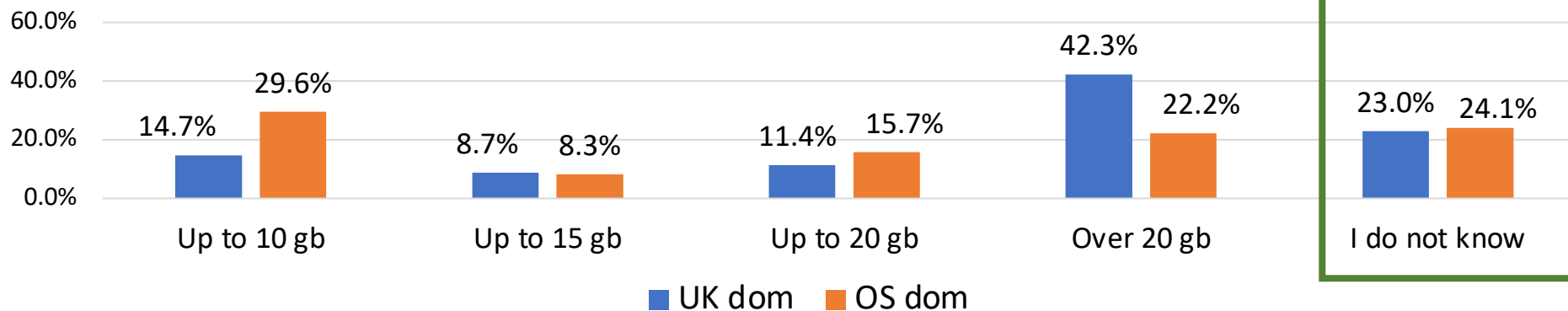
Type of phone by domiciled status

	Android		iOS	
	UG	PGT	UG	PGT
UK	26.0%	35.0%	71.2%	60.0%
OS	54.0%	60.3%	44.0%	38.8%

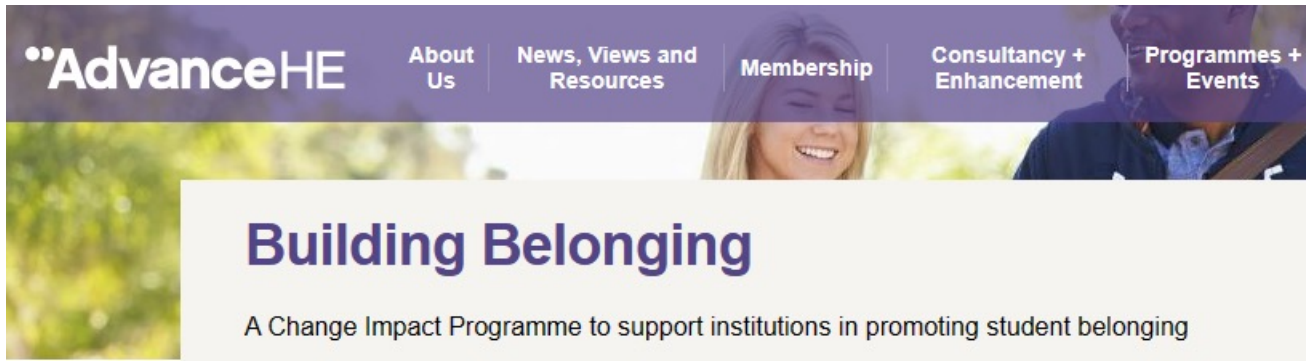
Age of mobile phone by level of study



Monthly data package by level of study

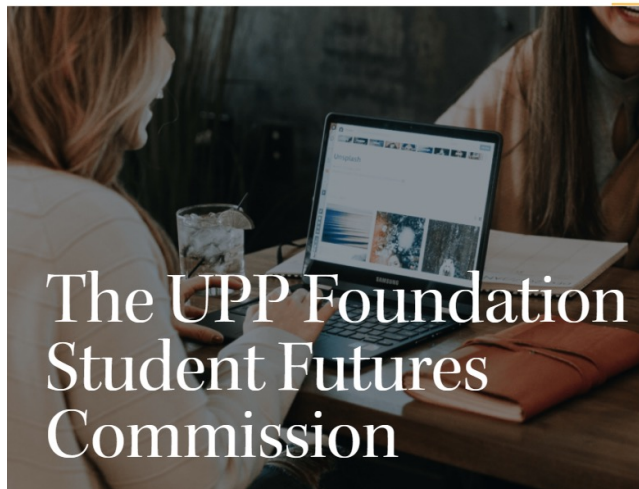


Understanding belonging



[Building Belonging | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/building-belonging)

Student Futures Commission



[Student Futures Commission - UPP Foundation \(upp-foundation.org\)](https://upp-foundation.org)

Belonging is about feeling

Feeling is generated through activities, information, situations, interactions



<https://www.advance-he.ac.uk/reports-publications-and-resources/student-surveys/uk-engagement-survey-ukes>

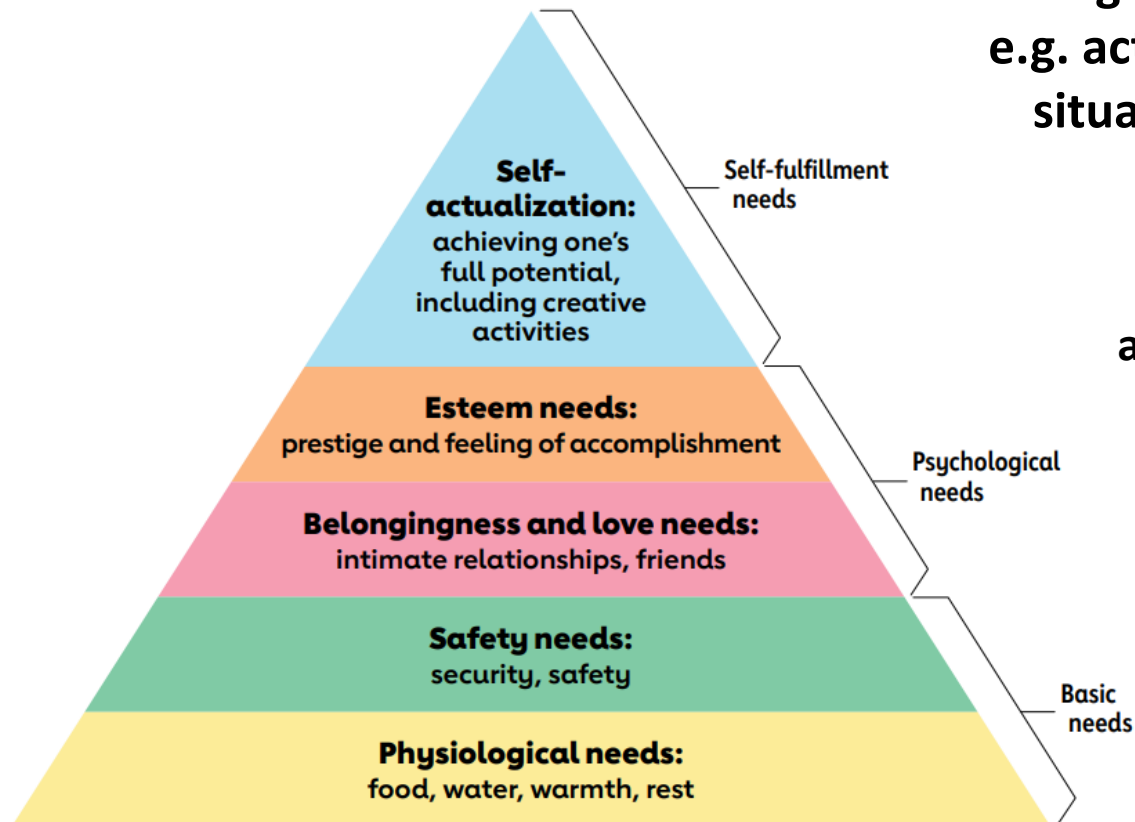


[Building Belonging in Higher Education: Recommendations for developing an integrated institutional approach \(wonkhe.com\)](https://www.wonkhe.com/building-belonging-in-higher-education)



The importance of belonging

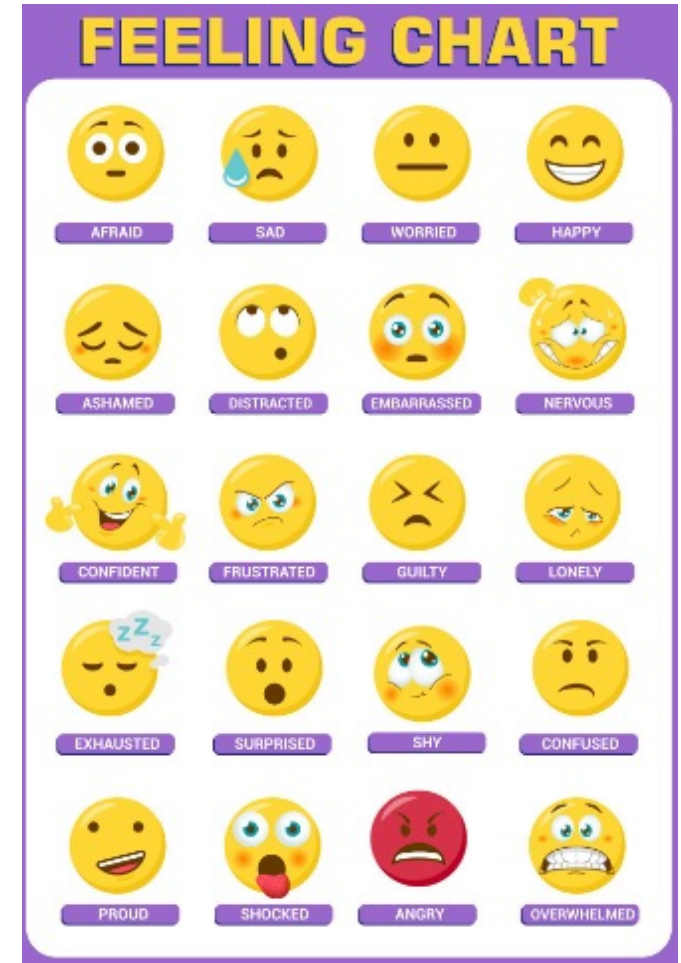
Maslow's Hierarchy of Need



Belonging is about feeling

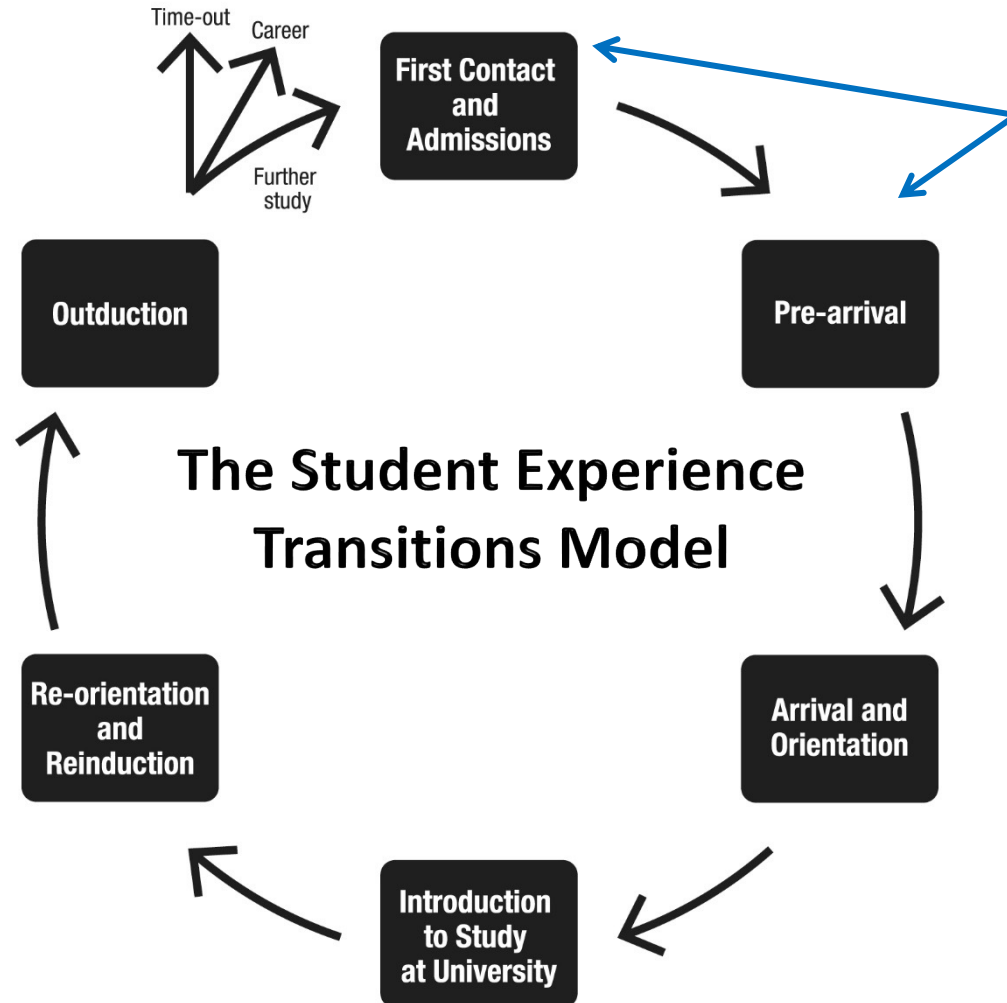
Feeling is generated through:
e.g. activities, information,
situations, interactions

Listen to, work with
and undertake genuine
co-creation with
students and SUs



Source: printablee.com

Manage the key pinch points for an undergraduate student?



Start preparing

- Unsure what to expect
- Knowing what questions to ask
- Worrying about not fitting in
- Finding accommodation
- Sorting out financial issues
- Undertaking pre-enrolment
- Will applicants feel able to come with cost of living rise?
- Will they want to defer?
- Retake pre-entry exams?

Manage expectations effectively



Fun in study.....

But a common issue is not getting on with your study group

Positive images in university prospectuses.....

....potentially set the individual up to fail

Be mindful that students need 'real' role models, not 'marketing' role models



Happy flat mates.....

But a common issue is with living with new people and not getting on with them



Fun in free time...

Students don't always get the time

'A degree is a rung on the ladder of lifelong learning'

Prof Sir D Watson

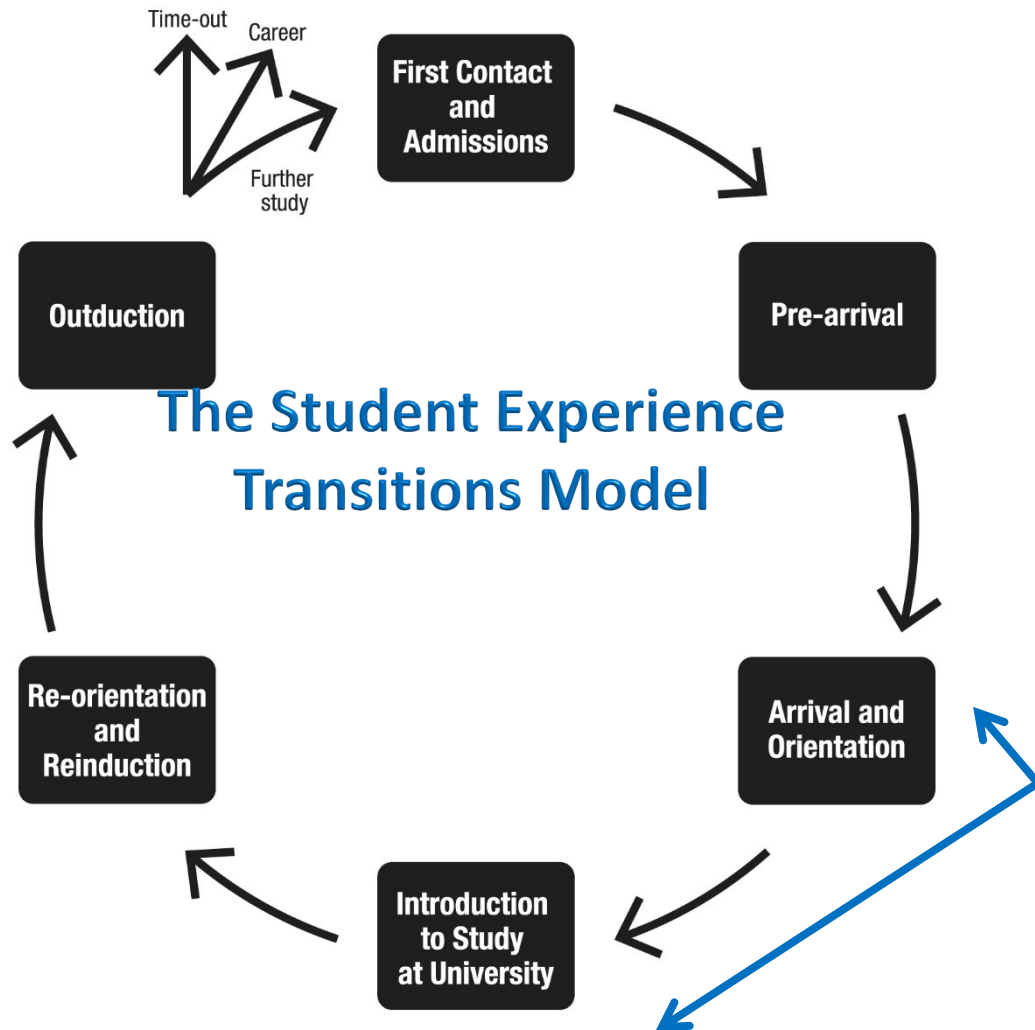
Massification of HE no longer guarantees advantages



Land a dream career.....

Disappointment can be experienced

Managing undergraduate pinch points

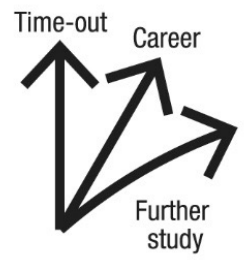
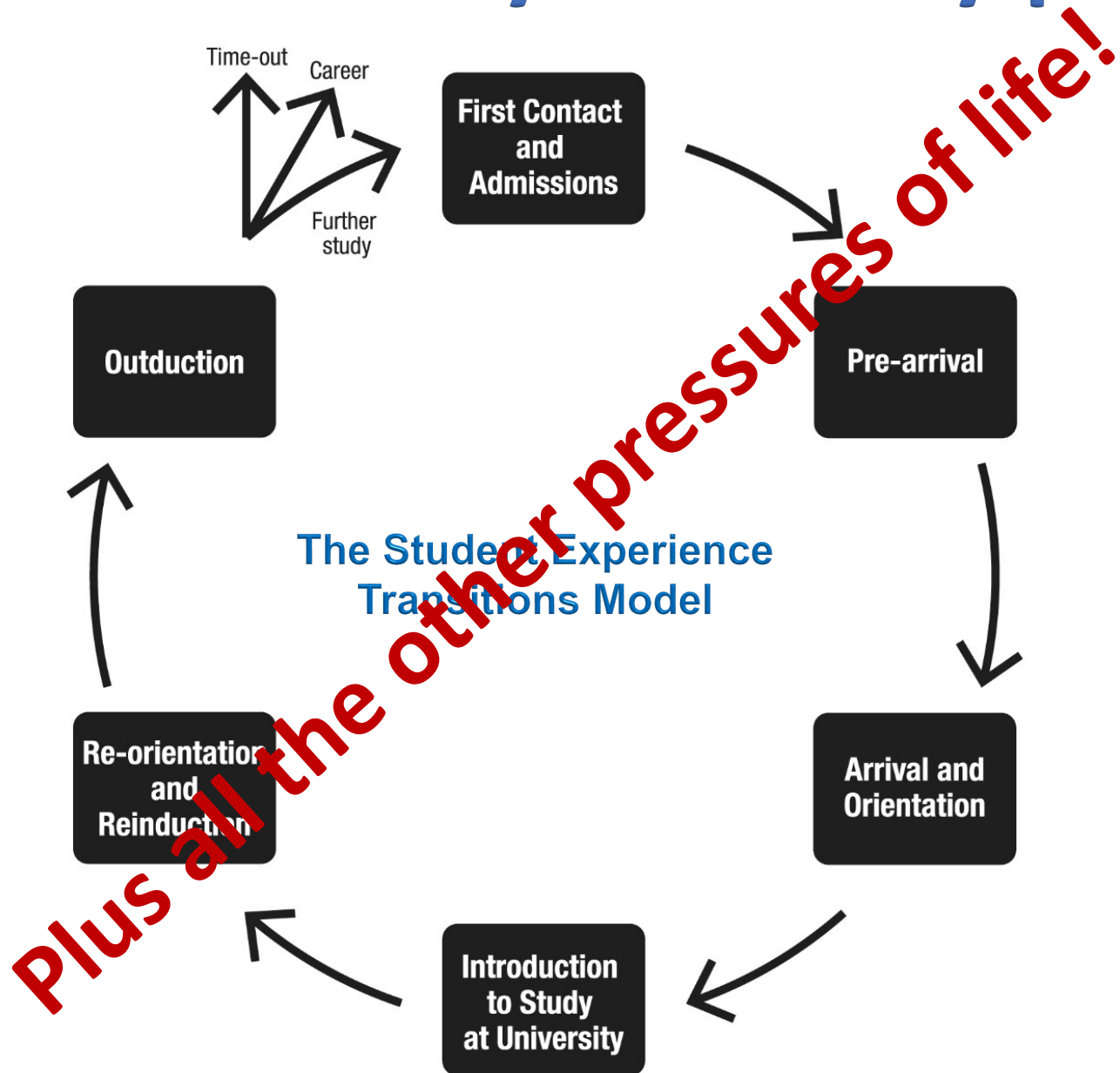


The first year

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



Key UG study pinch points



The student



Students have life pressures

- Work
- Debt worry
- Social media pressures
- Increased expectations

Study is just one!



The staff member

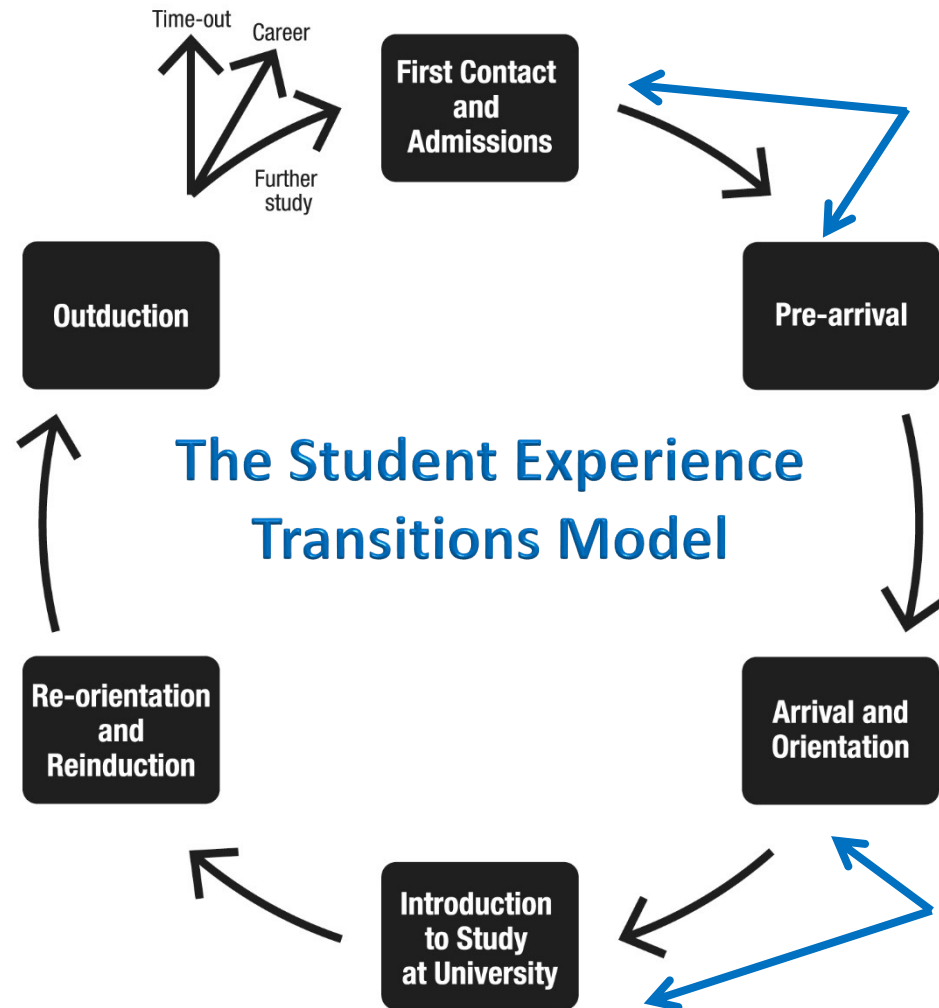


Managing PGT study pinch points



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

Archived on behalf of Michael Morgan and Lesa Dineer
 Edited by Michelle Atkinson



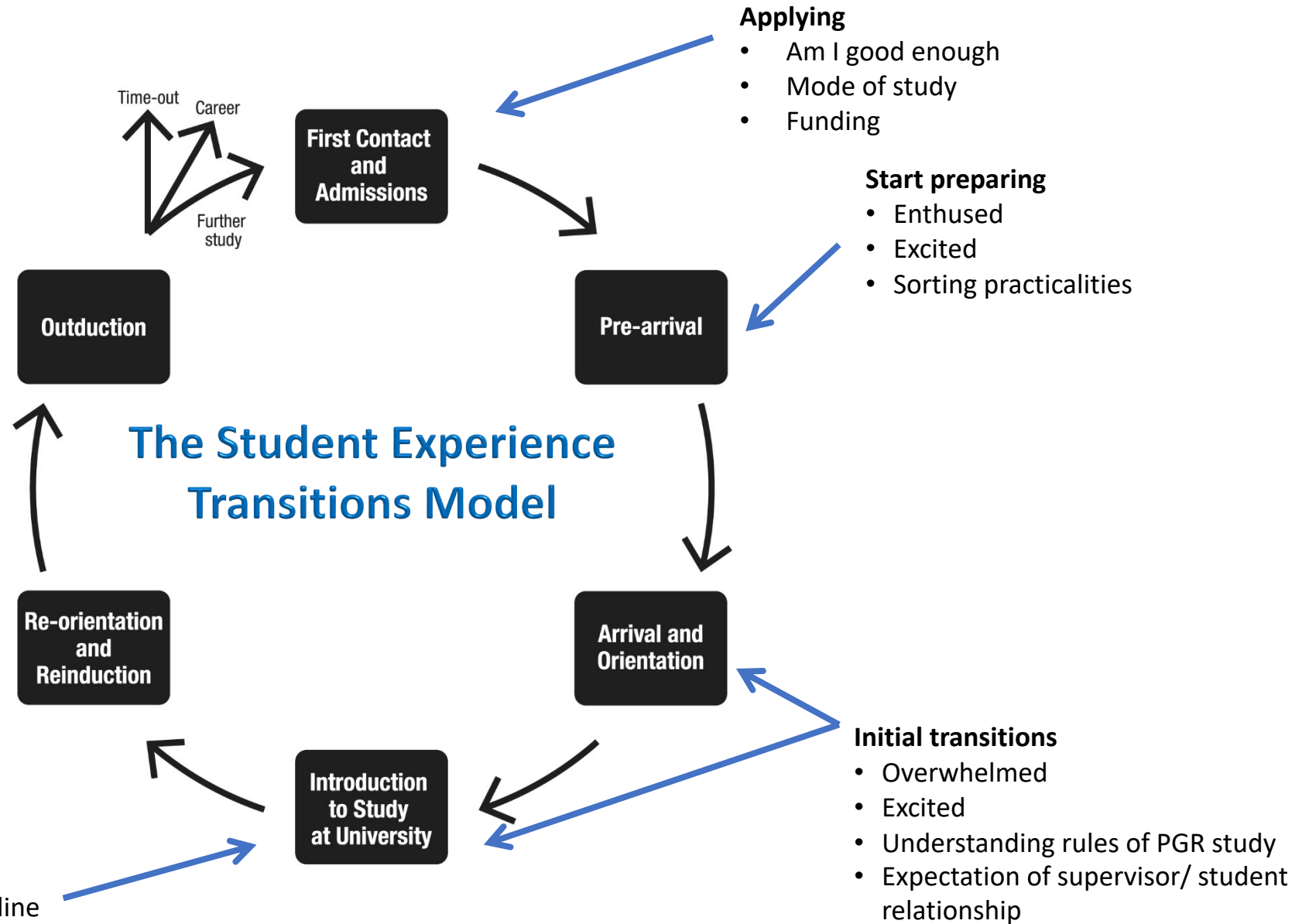
Start preparing

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

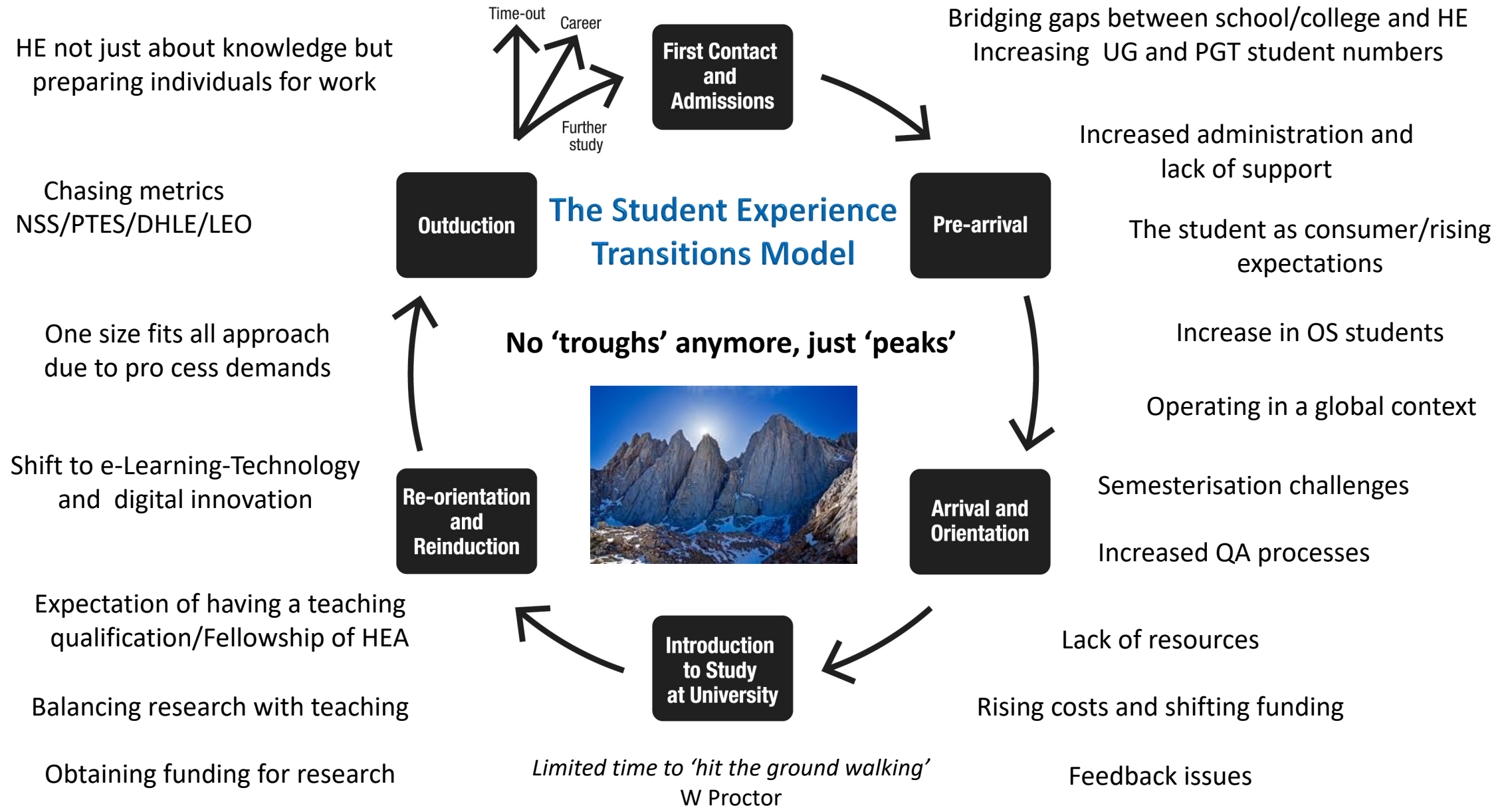
Semester 1

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

Key PGR study pinch points



Staff pinch points



Arrival and orientation



- Expectations set during the first contact, admissions and pre-arrival stages need to be delivered
- Focus on academic and not administrative activities
- Opportunity to make friends
- Appropriate information and support
- Often a temptation to overload with information
- Settle into their university life and studies as soon as possible



- How do I enrol?
- Where is my departmental student office?
- When will I get my timetable?
- How do I use my timetable?
- What extra curricula activities can I get involved in?
- How do I navigate myself around campus?
- When do I meet my course leader/personal tutor?
- When do lessons start?
- What support services do I have access to?

Provide the right type of information at the right time!



Students need:

Honest information

Trouble shooting road map



Induction (introduction) to Study



- Settling into studies
- Coping with the demands of academia
- Managing pressures of life
- Induction period
 - A full academic cycle
 - Minimum of 1 semester
 - Maximum of 1 academic year.



- Where and how do I find academic information?
- What do I do if I miss a lesson?
- What do I do if I don't get on with my personal tutor?
- What do I do if I seem to be the only one struggling?
- What do I do if I want to change accommodation?
- What do I need to do in the first few weeks at university?
- What will be expected of me academically in the first few weeks?
- What support services do I have access to?
- What do I do if I think I have a health or wellbeing issue?
- What if I struggle with the commute, cost of living and travel costs?
- What if I don't settle in and I want to leave?

What to ask?

For every initiative developed within a stage or theme, the following questions need to be addressed.

- What is the aim and objective of the initiative?
- Who needs to be involved in the development of the initiative?
- Who is the target group?
- What do they need to know?
- What information is going to be delivered?
- Who will deliver it?
- When is it going to be delivered?
- Is the timing appropriate?
- How will it be delivered?
- What is the cost of the initiative?
- What is the timeline for the initiative?
- Is it financially viable?
- Can the initiative and information be adapted for another group of students?
- How will it be evaluated and monitored? .



Mental health and wellbeing support

- University management teams, staff and students should **engage** with the [University Mental Health Charter](#) and [Student Minds – Home](#) resources.

FIND SUPPORT ABOUT GET INVOLVED NEWS AND PUBLICATIONS SUPPORT US

Student Space
Student Space is here to make it easier for you to find the support you need during the coronavirus pandemic.

Men's Mental Health
Conversations, stories and interviews on the topic of men's mental health, hosted by a group of male students.

The Wellbeing Thesis
An all-inclusive informational website for **postgraduate research students** to support and maintain good mental wellbeing.

Transition into university
Two guides that you can reach for when you need information or could use some tips on university life.

Starting university
We've gathered lots of tips and resources to help you with the transition (back) to university!

Exam stress
We're here to help with this guide full of tips on dealing with exam stress.

LGBTQ+
We have gathered lots of tips and information from university professionals and graduates for this LGBTQ+ resource.

Looking after your mental wellbeing
We all have mental health and we can all take small steps in our everyday lives to look after our mental wellbeing.

Year abroad
Some ideas and tips on preparing for your year abroad including making sure that you have a support network.

Student finance
You might find that you feel isolated or anxious about your ability to manage your finances. Read on for tips on managing finances and where to look for support.

Support through a family health crisis
Hope have created a guide for university students who support family members, written by young people, which offers tips for students in similar situations.

Coping with Student Life
In 2016 we were commissioned by the charity Mind to write a 'Coping with Student Life' resource for their website. You'll find information in here for students with a pre-existing mental illness about things to consider in moving to university, picking the accommodation and type of university that's right for you, how to ensure your transfer of support or treatment is as smooth as possible, and what to do if you become unwell during your studies.

Why You Are Engaging in PGR Studies
Explore the goals, meaning, motivation and learning types behind your postgraduate research.
[View resource →](#)

Foundations for Success
Discover how you can set yourself up to do your best in your postgraduate studies by managing your stress and pressure, taking breaks and maintaining your motivation and academic performance.
[View resource →](#)

Postgraduate Research Myths Debunked
Explore commonly held beliefs that can have a negative impact on your wellbeing and performance.
[View resource →](#)

Taking Control to Make This Work for You
Determine how to make this journey work for you by celebrating your wins, taking time off, exploring uncertainties, managing multiple identities, balancing freedom and responsibilities and building your researcher identity.
[View resource →](#)

Using the Resources Available
Discover how to make the most of the resources available to you by choosing and managing your supervisor, developing your personal and professional support networks and by identifying and utilising existing resources and services.
[View resource →](#)

Making the Research Process Work for You
Explore how you can make the research process work for you by using the structure of your degree, enhancing creativity and learning to love your ethics forms.
[View resource →](#)

Managing Adversity
Learn about managing the ups and downs of postgraduate research and general life by exploring what to do to support yourself when things go wrong and how to work with negative emotions.
[View resource →](#)

Planning for the World After
Think about what happens after your PGR studies by exploring what matters in your career, the steps you could take in your career, planned happenstance and recognising your skills.
[View resource →](#)

<https://thewellbeingthesis.org.uk/>

The University Mental Health Charter
Authors: Gareth Hughes & Leigh Spanner
Please cite as: Hughes, G. & Spanner, L. (2019). The University Mental Health Charter. Leeds: Student Minds

An initiative by **student minds** University Mental Health Charter

<https://www.studentminds.org.uk/charter.htm>


<https://studentspace.org.uk/>



Supporting staff wellbeing

**Pressure Vessels:
The epidemic of poor
mental health among
higher education staff**

By Liz Morrish
With a Foreword by Professor Mike Thomas



hepi Occasional Paper 20

BBC Sign in News Sport Weather iPlayer

NEWS

Home UK World Business Politics Tech Science Health Family &

Wales Wales Politics Wales Business North West North East Mid Sou

Lecturer's widow hits out at Cardiff University workload

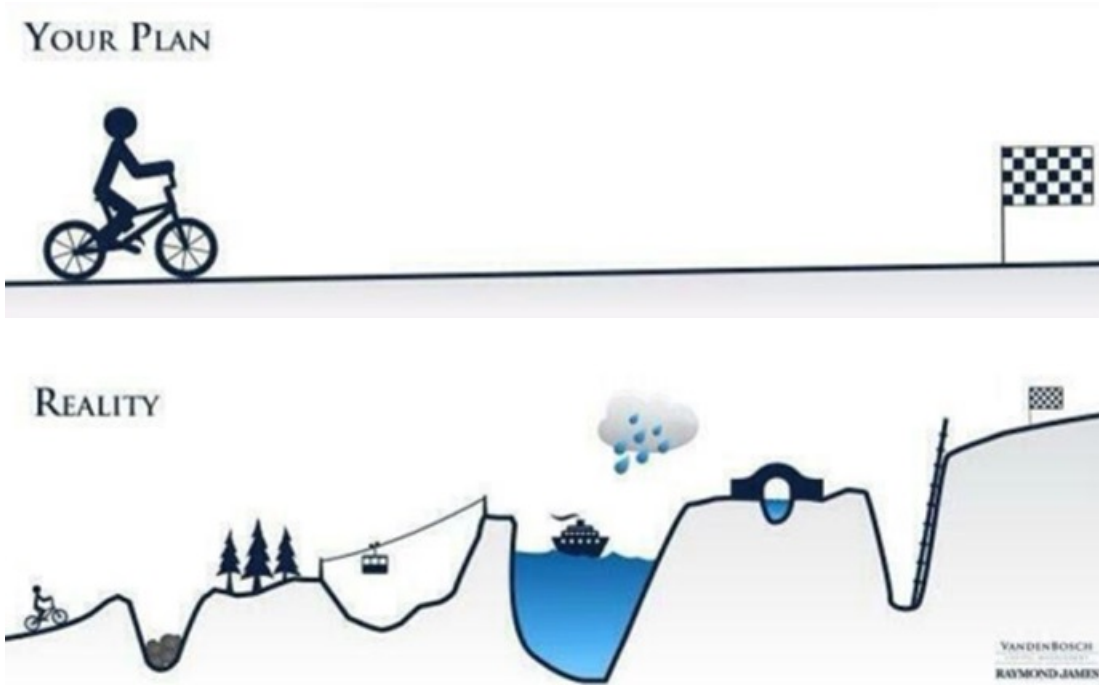
By Catrin Haf Jones
Wales Live

© 20 February 2019

f



In conclusion - always remember the journey is not always easy



Multi-faceted



Manage student and staff expectations



Actions for staff and students:

- Plan for potential conflicts, issues and problems
- Provide stakeholders with regular updates
- Set milestones
- Set boundaries
- Be optimistic with schedules
- Build in a discovery period



What we need to do –Support wellbeing for progression, retention and success

- Identify the prior learning experiences via pre-arrival questions (applicant stage, after confirmation)
- Recognise how pre-university qualifications were achieved
- Provide targeted and scaffolded support to bridge the skill differences for all students.
- Avoid a one-size-fits-all approach
- Avoid overwhelming new and returning students in first 2 weeks
- Recognise attendance does not = engagement
- Build in an effective introduction (for new students) and reinduction (for returners)
- Think about the 3 Ts of student information: Type of information needed, appropriate Targeting and Timeliness.




ASSESSMENT, LEARNING AND TEACHING IN HIGHER EDUCATION

SALLY BROWN

RSS

September so soon!

Today is the first day at big school for my granddaughter Poppy, which seems unbelievable! And yesterday was her brother Lucas's eighth birthday, where do the years go! And it's the season of festive buffoons round here that rewards much joy making (currently plum and blackberry and apple but I have Sig of redcurrants in my freezer ready to make redcurrant jelly!) (Photo of plum jam at the foot of this post).



SALLY@SALLY-BROWN.NET

Photo by [Vicky Matthews](#)

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NAVIGATION

- Home
- Kay Sambell and Sally Brown: Covid-19 Assessment Collection

<https://sally-brown.net>



Improving the Student Experience in Higher Education
Support and Advice for Staff

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HOME | WHY IMPROVE THE STUDENT EXPERIENCE | ESSENTIAL INFORMATION | THE STUDENT EXPERIENCE TRANSITIONS MODEL (SET) | CONFERENCE AND EVENTS | CONTACT DETAILS

Higher Education (HE) has changed dramatically in the past 30 years and it continues to evolve and change. Globally, more students than ever before are entering HE and attending university (university or college) at undergraduate and postgraduate level.

<http://www.improvingthestudentexperience.com>

EDUCAUSE Finding the right career match should be easy

CAREER CENTER [Get Started](#)

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Monday, April 26, 2021 | Briefs, Case Studies, Papers, Reports

- Source(s): EDUCAUSE Publications
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- Artificial Intelligence (AI), Badges and Credentialing, Hybrid Learning, Budgets, COVID-19, Faculty Development, Future of Higher Education, Higher Education Transformation, Instructional Technologies, IT Funding, IT Workforce Development, Learning Analytics, Mental Health and Wellness, New Models, Online Course Development Planning, Online Learning, Online Teaching Strategies, Open Educational Resources (OER), Teaching and Learning, Working Remotely

<https://library.educause.edu/resources/2021/4/2021-educause-horizon-report-teaching-and-learning-edition>

Resources



<https://www.advance-he.ac.uk>



<https://www.qaa.ac.uk>

Innovating Pedagogy

Open University Innovation Reports



About | Current report | Chinese | Hebrew | Korean | Portuguese | Spanish | Methods that work

Innovating Pedagogy 2021

Posted on January 5, 2021 by Robyn Substantia-Huthe

Read our latest report in our annual series exploring new forms of teaching, learning and assessment. The reports are intended for teachers, trainers, policy makers, education consultants, academics, students, researchers, instructional designers, educational software developers – and indeed for anyone who is interested in pedagogical innovation and how education is changing.

Download the report: [Innovating Pedagogy 2021](#)

Search

Current themes

- Real learning moments
- Standardisation
- Gratitude as a pedagogy
- Using children's learning
- Equity-oriented pedagogy
- High-impact based education
- Student co-created teaching and learning
- Telexcollaboration for language learning

<http://www.open.ac.uk/blogs/innovating/>




Transforming Access and Student Outcomes in Higher Education

<https://taso.org.uk>



About - NEON
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ASSOCIATION FOR LEARNING TECHNOLOGY® Welcome to our community



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Highlights

Stay updated

Keep informed about events, opportunities and what's happening in the community. Subscribe

Ethical Framework for Learning Technology
Explore the Framework. Find out more

Community Resources

From March 2020 to June 2021, this page was regularly updated to collate resources and provide support for ALT Members and the wider community. We continue to run regular expert webinars and the Members Directory. We also champion the Open COVID Pledge for Education.

- Expert webinars: see our [event listings](#) for what's coming up.
- Members Directory: a directory of consultants and commercial services, connecting those who have expertise with those who need additional input. You can [add yourself to the directory](#) here and access the full list [here](#).

Recent additions

- Videos, resources and a special COVID collection of materials are now available from ALT's Online Writer Conferences.
- Blended and Online Learning Design Course on FutureLearn
- #Amplify Community of Practice for Vocational Education and Training

Online pivot

- Move to Online Learning: 12 Key Ideas: A reflection on the lessons of the last eight weeks of helping people think about teaching online.

<https://www.alt.ac.uk/communityResources>



Higher Education Policy Institute

<https://www.hepi.ac.uk>

Phil Race

Assessment, learning and teaching in higher education

A better 2021?

28th January 2021

Last year was unprecedented?

Here's wishing you a much better one for 2021. For me, last year also had the path leading to a replacement hip this month, so not much sitting at a computer – but now I'm back again.

Still thinking – and a great deal to ponder about learning and assessment in particular. Are we heading in better directions at last in higher education? Waiting, watching and hoping.

[f](#) [t](#) [in](#) [+](#)



[f](#) [in](#) [+](#)

phil@phil-race.co.uk

<https://phil-race.co.uk>



<https://www.smarten.org.uk>

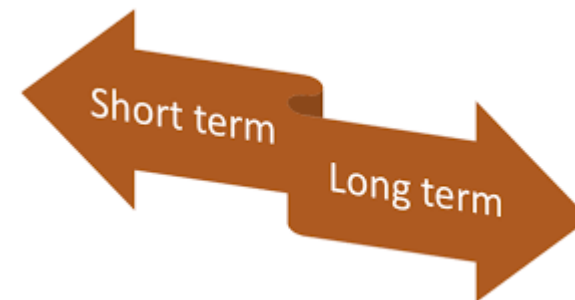


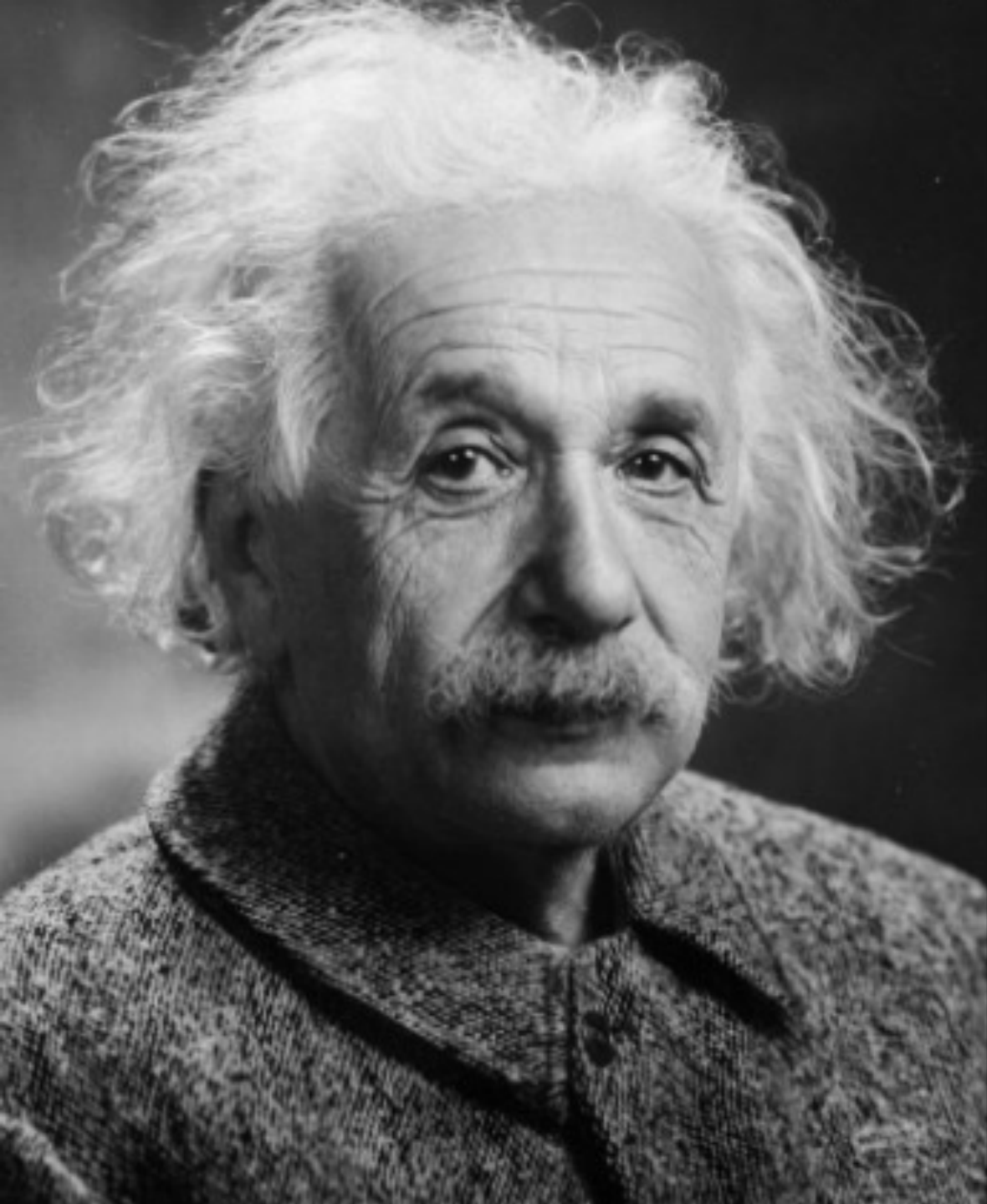
<https://www.jisc.ac.uk>



Key areas

- Be aware of concerns of students on entry to university and compare to exit results
- Prepare students for differences between school and university
- Prepare them for online learning at university
- Manage their expectations and remember the 'pressure points'
- Look after yourselves!





We can't solve
problems by using
the same kind of
thinking we used
when we created
them.

~ Albert Einstein

Thank you for listening

Any questions?

Dr Michelle Morgan

mgmorgan8@hotmail.com

Author and Editor of www.improvingthestudentexperience.com

Creator of the Student Experience Transitions Model

Editor and Contributor to *Improving the Student Experience-A practical guide for universities and colleges* (Routledge, 2012) and *Supporting Student Diversity in Higher Education* (Routledge, 2013)

Forthcoming publications

Morgan, M. (2022) The Retrospective/Prospective PhD by Publication Journey in Chong, S.W and Johnson, N. (ed) *Landscapes and Narratives of PhD by Publication*, Basingstoke: Springer Nature
Morgan, M. (2022) The student Experience Transitions Model- integrated practice to inspire staff to support students in Nutt, D. and McIntosh, M. (ed) *The Impact of the Integrated Practitioner in Higher Education Studies in Third Space Professionalism*, Abbingdon: Routledge

Most recent publications:

Morgan, M. (2020) *An exceptional transition into higher education*, York: AdvanceHE

Morgan, M. (2020) *inancial concerns and working intentions of incoming Level 4 students -The potential implications for applicants and students in 2020/21 due to Covid19*. Available online at:
http://www.improvingthestudentexperience.com/library/covid19/Financial_concerns_and_working_intentions_of_incoming_Level_4_university_students-_implications_of_C19.pdf

Morgan, M. (2020) *Bridging the gap between secondary and tertiary education*. Available online at:

http://www.improvingthestudentexperience.com/library/UG_documents/Bridging_the_gap_between_secondary_and_tertiary_education-Morgan_2020.pdf

Morgan, M. (2018) *Fostering engagement in higher education of all stakeholders in the delivery of a high quality student experience-PhD by Publication*, Bournemouth:Bournemouth University

Morgan, M. and Direito, I. (2016) *Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project. Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers*. Available at:

http://www.improvingthestudentexperience.com/library/PG_documents/Postgraduate_Experience_Report_Final.pdf

Creator and author of <http://www.improvingthestudentexperience.com>

Editor/Chapter and Case Study Author of *Improving the Student Experience- a practical guide* (published by Routledge 2011)

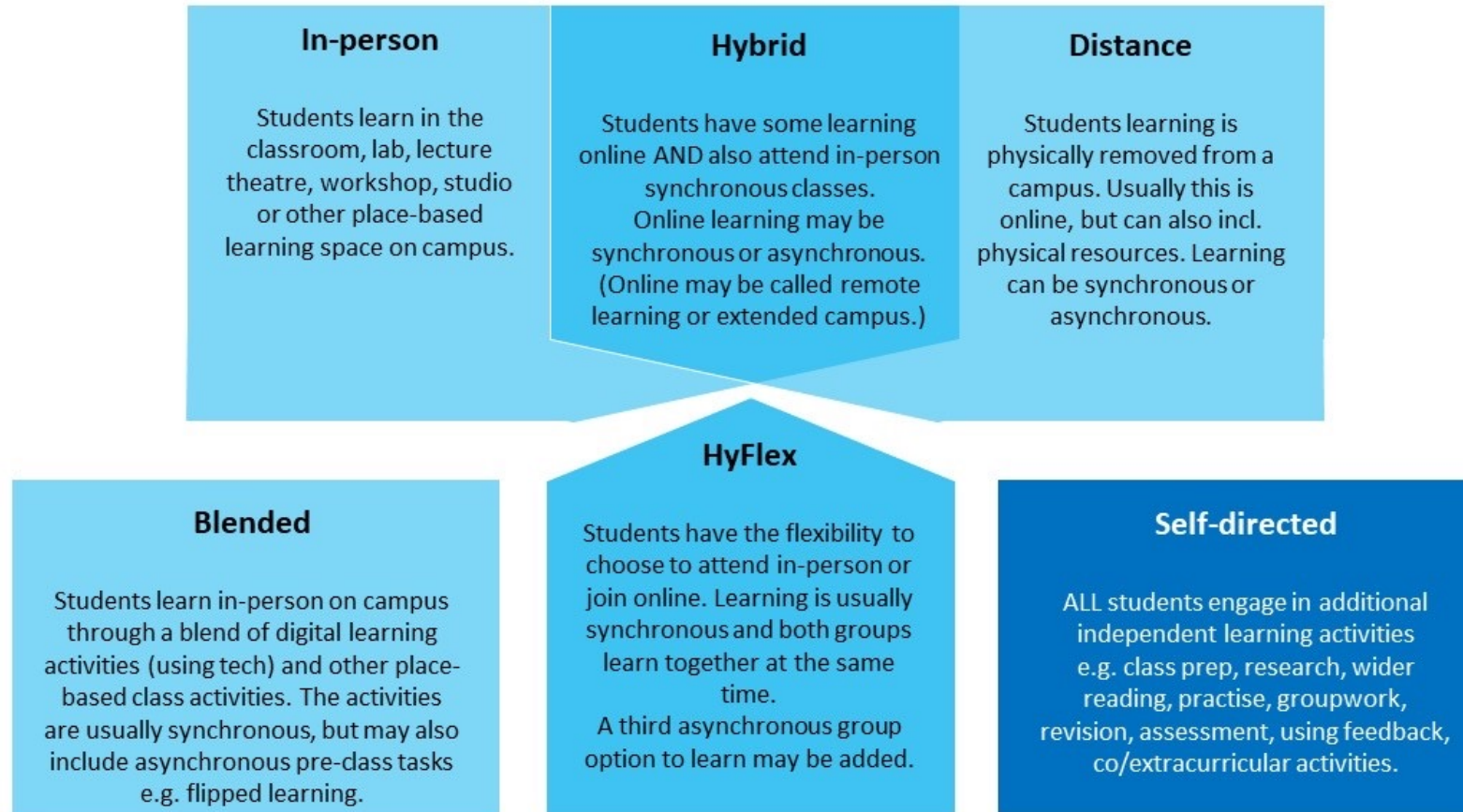
Editor/Chapter and Case Study Author of *Supporting Student Diversity in Higher Education- a practical guide* (published by Routledge 2013).





Modes of learning in higher education

Modes of learning in higher education



Sue Beckingham @suebecks 2021



**EMBEDDING
MENTAL
WELLBEING IN
HIGHER
EDUCATION**

18
MONTHS

1366

TOTAL INPUTS

773

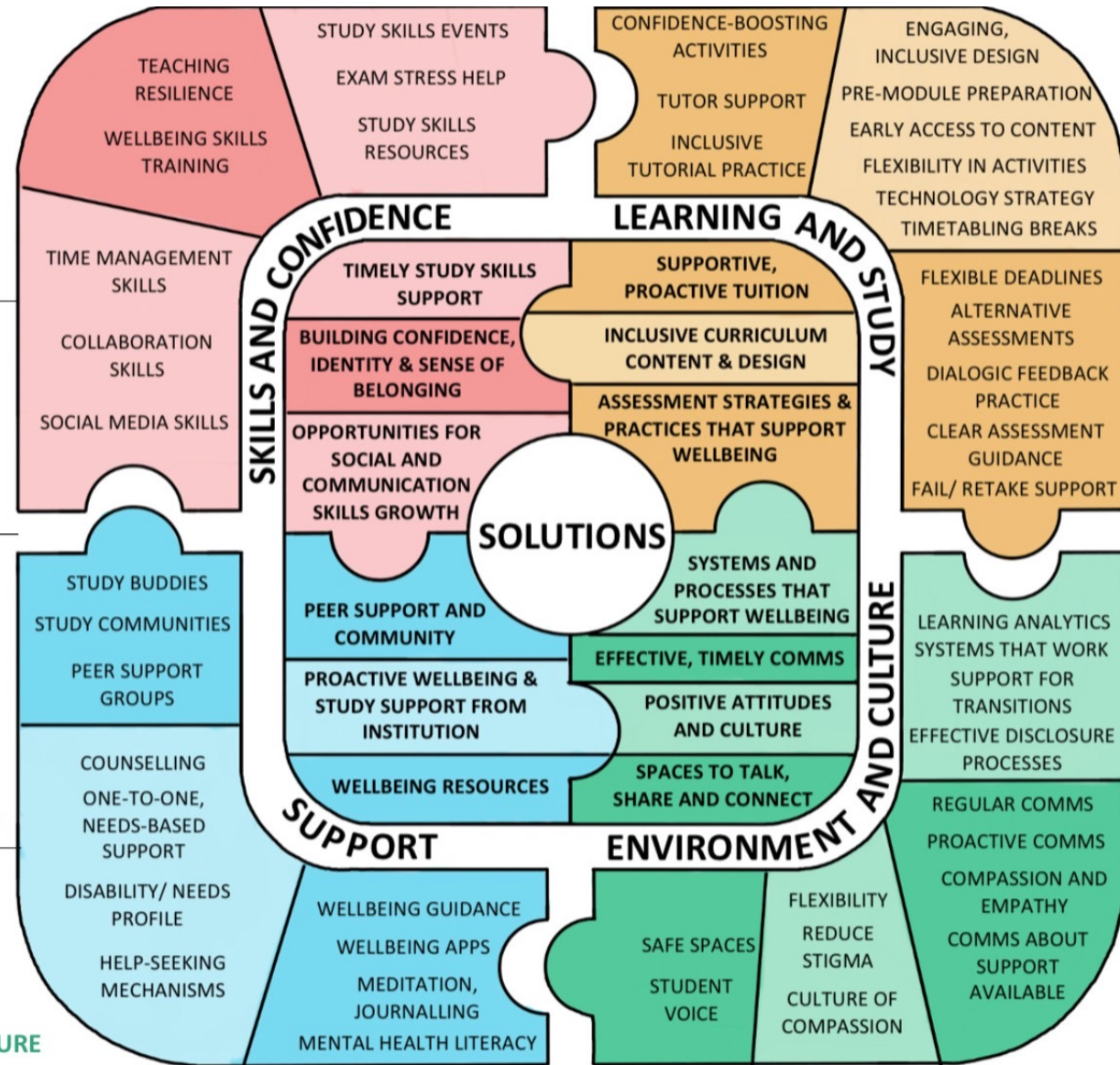
STAFF

593

STUDENTS

4 SOLUTION DOMAINS IDENTIFIED:

1. **SKILLS AND CONFIDENCE**
2. **LEARNING AND STUDY**
3. **SUPPORT**
4. **ENVIRONMENT AND CULTURE**

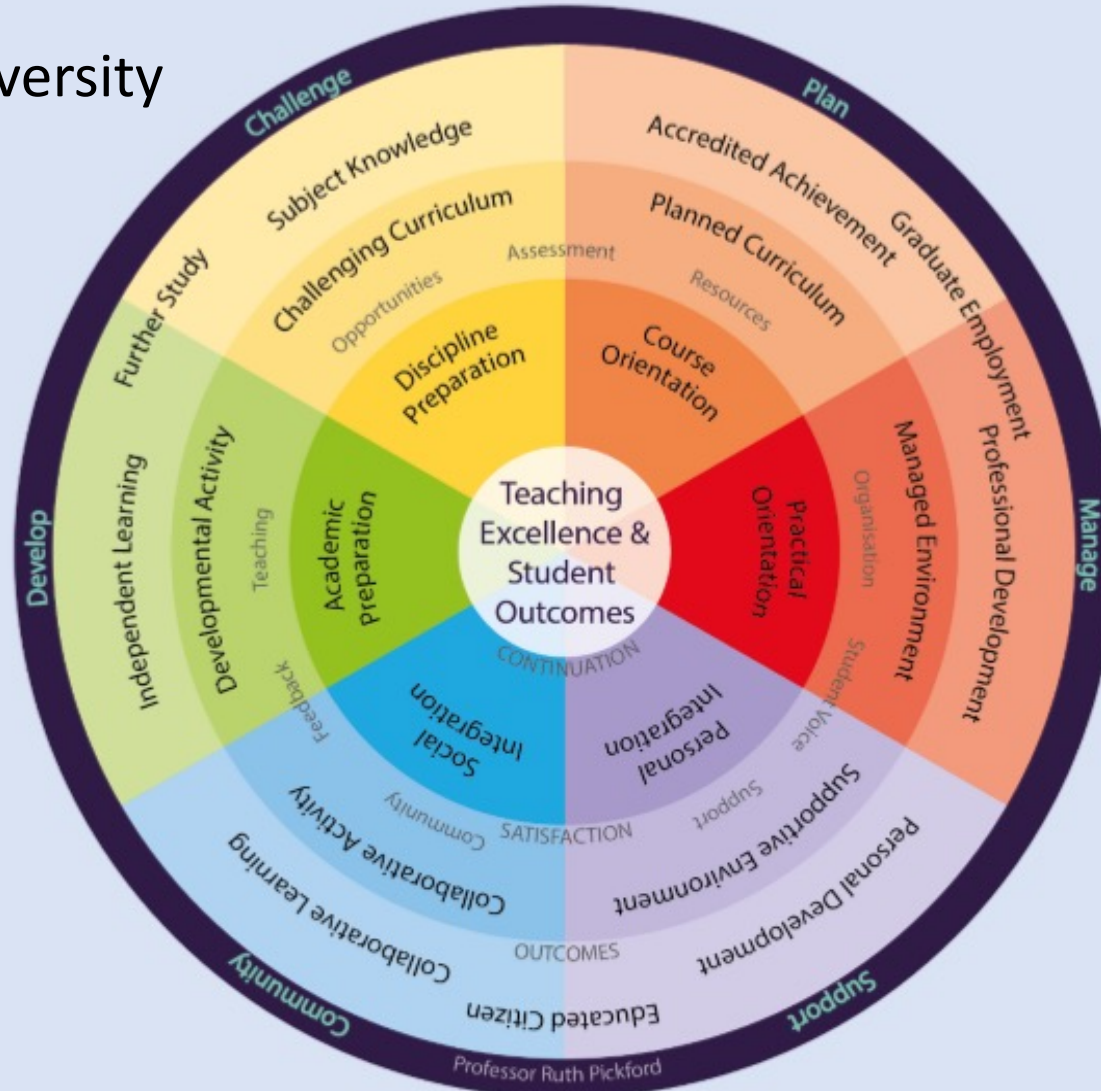


Kate Lister, Open University and Issy Walker (student at Nottingham University)



The Inclusive Course Design Tool

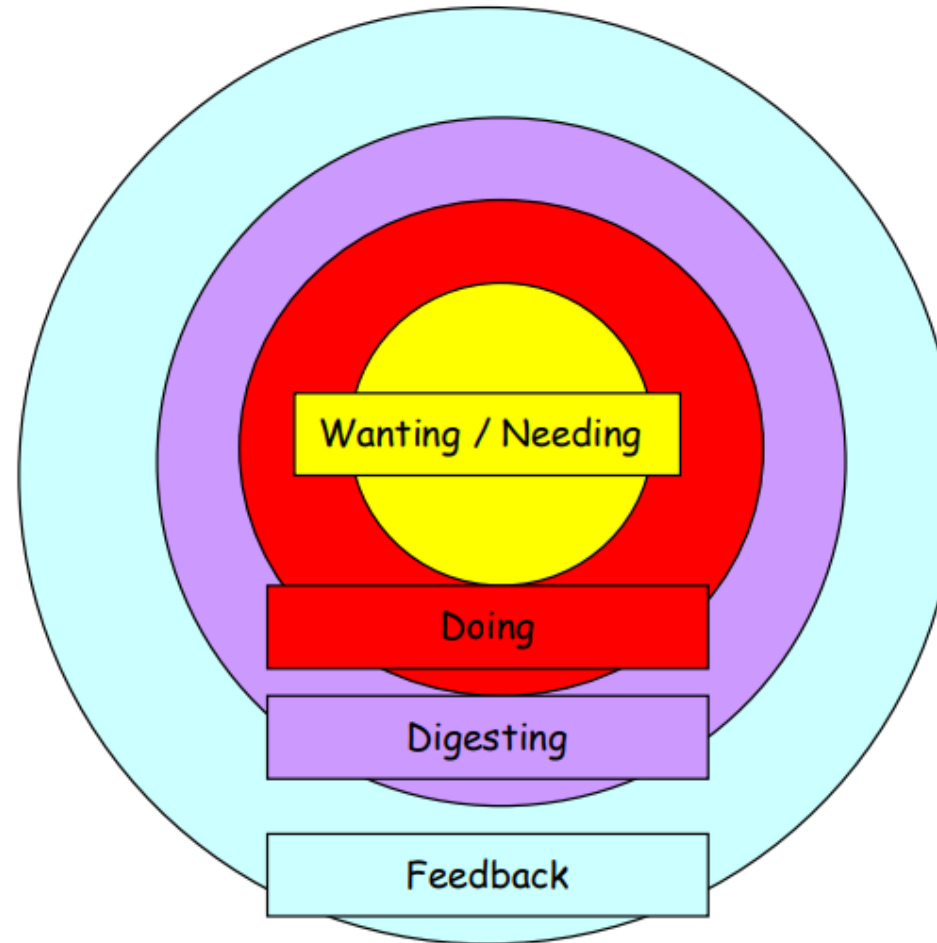
Ruth Pickford
Leeds Beckett University



		Nature of organisation	
		Facilitated and programmed	Self-organised or organic
Nature of activity	Teaching and learning	<p>online</p> <p>A Contact hours</p> <p>offline</p>	<p>online</p> <p>B Self-directed learning</p> <p>offline</p>
	Social, extra curricular, leisure, PT work	<p>online</p> <p>C Student activities, opportunities and jobs</p> <p>offline</p>	<p>online</p> <p>D ?</p> <p>offline</p>

Jim Dickinson

Ripples on a Pond Model



Ripples on a Pond Model Adapted from: Race, P. (2001)
Using feedback to help students learn. The Higher Education Academy.

[Downloads - Phil Race \(phil-race.co.uk\)](http://phil-race.co.uk)

