

Moving Forward

Enhancing Progression through Partnership

GCU Transition and Progression Framework

Part One: Strategy

Ruth Whittaker

Karla Benske

Julie Brown

November 2008

Contents

Introduction	3
How to use the Framework	3
Vision	4
Reflective Questions	4
Pre-Entry and Transition	5
• Strategies/Principles of effective transition support	
• Reflective questions based on the principles of effective transition support	
• Examples of action points based on strategies	
In this section -	
❖ Pre-entry guidance and support.....	5
❖ Developing a sense of belonging/community at GCU.....	5
❖ Longitudinal process of induction.....	6
❖ Focus on enhancement rather than a deficit model.....	7
❖ Effective tracking, monitoring and pro active follow up.....	8
❖ Processes to support student re-engagement.....	8
Learning, Teaching and Assessment	8
• Strategies/Principles of effective transition support	
• Reflective questions based on the principles of effective transition support	
• Examples of action points based on strategies	
In this section -	
❖ Learning, Teaching and Assessment strategies – including embedded transition support.....	8
❖ Develop independent or self-regulated learners.....	9
❖ Encourage a sense of community/civic responsibility.....	10
❖ Student engagement – curriculum design and review.....	10
❖ Early formative assessment – generating meaningful feedback, supporting adaptation to university experience.....	12

GCU Transition and Progression Framework

(Part One: Strategy)

Introduction

The **GCU Transition and Progression Framework** integrates and supports all activities linked to supporting student transition and progression within the schools and at central level. It represents a coordinated, institutional strategy and evidence-based practice. The Moving Forward initiative has identified and analysed the causes as well as the patterns of poor progression and retention and will continue to do so throughout its duration. The GCU Transition and Progression Framework offers **guidance** to schools in developing action plans to support transition and progression on two levels:

1. The action plans will be linked to the implementation of the **Learning, Teaching, and Assessment Strategy (LTAS)** at school level.
2. The Framework will continue to be developed as a **central resource** for staff and students, providing examples of effective practice as well as information on national and international research and development on progression and retention in higher education. These resources will be gathered by the Moving Forward team as well as through the Moving Forward Community of Practice comprised of academic and support staff and student representatives.

The evaluation of the impact of these strategies will follow the implementation of the framework.

The GCU Transition and Progression Framework is divided into two parts:

Part One (strategy):

- Vision
- Principles/strategies for effective transition & progression support
- Reflective questions
- Approaches/action plans mapped to principles/strategies

Part Two (resource):

- Vision
- Principles/strategies for effective transition & progression support
- Reflective questions
- Examples of practice (GCU and beyond)

How the GCU Transition and Progression Framework should be used:

- The GCU Transition and Progression Framework indicates the strategies/principles for effective transition support (column one) which GCU seeks to implement at central and School level. The strategies/principles are complemented by reflective questions (column two) to encourage an in-depth discussion in this area and to support the development process.
- Part One of the Framework includes examples of action points (column three) based on the strategies/principles of effective transition support. These action points are meant to illustrate ways in which the strategies/principles can be taken forward at central and school level. Some of these actions points reflect current practice. They can be used to guide the Schools in developing their own action plans for transition, progression and retention support as part of the LTAS.
- The university and the Schools are encouraged to consider the reflective questions together with the examples of action points to determine priority actions and associated timelines to be fed back to the Moving Forward team. The team will collate the information in order to develop an integrated timeline for the implementation of the GCU Transition and Progression Framework.
- Some of the university-wide action points will require policy changes. These will be clearly identified and a timescale will be produced early next year.
- Moving Forward will work closely with Schools and support services throughout this process and, in doing so, will facilitate more integrated strategies across the university. Moreover, Moving Forward will support institution-wide communication, collaboration and the sharing of practice.

Moving forward: enhancing progression through partnership

GCU Transition and Progression Framework – Part One (Strategy)

Vision:

After an intensive phase of consultation with staff and students and an organised Service Design Event, a **consensus** was agreed on the following **vision** for a university-wide approach in order to improve communication, create a sense of community, and develop the independent, self-regulated learner. This will be achieved by integrating new approaches to learning, teaching and assessment as well as by enhancing student support:

- ❖ A **coordinated institutional strategy** is essential and forms a solid basis on which university commitment is evidenced through clear policy and an appropriate allocation of resources. This includes a greater investment in the first year; a learning, teaching and assessment strategy for the first year and beyond, which includes pedagogical approaches to supporting transition, engagement and progression; evidence-based practice; development of communities of practice; integration within the institution's business model as a core activity, and involvement of staff in this core activity which in turn is rewarded through career progression.
- ❖ **University-wide transition and progression support targeted at all students**, not just those 'at risk' and measured not just in terms of retention but in terms of whether students are equipped with the skills and disposition to achieve their full potential. This is an important element in realising the overall university vision of producing outward-facing, confident global citizens.
- ❖ **Productive and collegial collaboration** between central support services and teaching staff, as well as library and IT support staff, and student representatives to ensure a coordinated and comprehensive approach to supporting transition and progression throughout the institution.
- ❖ **Effective communication at central and school levels with students in general, and the Students' Association in particular**, in order to address issues of transition and progression and to support greater participation of students in shaping the university experience.
- ❖ **Promote a greater understanding of particular issues of transition and progression** associated with diverse student population, for instance: different learner groups and different modes of learning across the university, while avoiding generalisations based on learner profile in the sense of: 'one size does not fit all'.

The issues associated with lack of student engagement and progression at GCU have been identified and summarised in the Moving Forward Stimulus paper (May 2008). This also identifies current and planned strategies across the university to address these as well as ideas to enhance the student experience.

(<http://193.62.226.12/internalmf/MF%20Stimulus%20paper.pdf>). This **vision** is also informed by research into transition issues funded by the Quality Assurance Agency's Enhancement Theme on the First-Year Experience and an extensive general research into transition, progression, and retention issues within higher education.

Reflective Questions – the following questions are aimed to initiate a discussion on how the vision of the Moving Forward Initiative can be achieved:

- How can a coordinated institutional strategy be guaranteed? How can it be integrated with the university's business model? How can we evidence a clear, consistent and coherent institutional strategy? Is there enough investment in the first-year? Are all members of staff supportive of that investment into the first year? Have Communities of Practice been established on all levels? How well are they used?
- How can we ensure that transition and progression support is targeted at all students? How can we move away from a deficit model towards a model of enhancement and empowerment? How do we equip students with the skills and disposition to achieve their full potential?
- What needs to be done to ensure clear communication and collaboration across the whole of the university? How do we avoid duplication of effort and achieve a more resource-effective as well as a more 'joined-up' approach?
- How do we make sure that there is regular communication with the Students' Association? What constitutes pro-active and regular communication with students?
- How do we learn about diverse student needs? Do we listen to students? Do we understand their issues? Are we empathising with the students? How can we be flexible enough to provide a 'one size does not fit all' approach?

Strategies and Principles of effective transition support¹:

Strategies/Principles of effective transition support (pre-entry & transition)	Reflective questions based on the principles of effective transition support	Examples of action points based on strategies U - University/centrally led S - School led U/S - Joint central/school action
<p>Pre-entry guidance and support to enable students to make appropriate and informed choices in terms of programme and institution; supporting the preparation for university level learning and clarifying expectations of the academic and social dimensions of the university experience.</p>	<p>How can we make sure that students make 'informed' decisions? How can we ensure clear and unambiguous expectations? How can we engage students with the university prior to their arrival on campus? What kind of information do students need and when? I.e. timely provision of information! Have we asked students that question?</p>	<ul style="list-style-type: none"> • Better liaison with schools and colleges, including visits from university staff and student mentors to schools and colleges as well as GCU-led support via the website. Ensuring better co-ordination mechanisms are in place between staff undertaking such activities. U/S • Engagement with students prior to application and entry via campus visits, open evenings, web-based support and guidance, peer mentoring schemes and through collaborative approaches with schools, colleges and the community. U/S • The Summer School option and opportunities for pre-entry preparation should be made available to all new students in a variety of forms. U • Involvement of ADTs in Summer School and other pre-entry activities. S • Credit transfer/RPL recognising existing credit/learning U/S • HN to degree Articulation which involves planned transition into curriculum U/S • 'First aid' support for maths, where appropriate. S
<p>Developing a sense of belonging / community at GCU and programme identity which commences prior to entry through early</p>	<p>What is our shared goal/interest here at GCU? How is that communicated to all students and staff? How and when do we communicate with students?</p>	<ul style="list-style-type: none"> • The use of explicit strategies for social transition, such as the development of peer support networks, within and outside the curriculum; proactive approaches to student support; marketing, as

¹ For more information on effective transition support and issues in relation to the first-year experience see the project reports of the QAA Enhancement Themes 'The first year' (<http://www.enhancementthemes.ac.uk/themes/FirstYear/default.asp>), Yorke, M. (2008) *The first-year Experience of Higher Education in the UK*, Higher Education Academy, (<http://www.heacademy.ac.uk/assets/York/documents/resources/publications/FYEFinalReport.pdf>), Harvey, L & Drew, S. (2006) *The First-year Experience. A Review of Literature for the Higher Education Academy*. Higher Education Academy (http://www.heacademy.ac.uk/research/Harvey_Drew_Smith.pdf). A descriptive bibliography, a descriptive set of website links and more information on examples of good practice will be made available on the Moving Forward Wiki and the Moving Forward website in due course.

<p>interaction with staff and other students and leads to effective communication with students from pre-entry stage and throughout first year and beyond.</p>	<p>How do we welcome new and returning students? How can we encourage more students to engage with peer support/ as helpers and guides for new students? Are we communicating effectively with students prior to their arrival? How and when do we communicate? What do we communicate? Is our communication engaging and exciting? Is it relevant for students (from their point of view!)?</p>	<p>well as administrative and practical processes which ensure students receive a positive welcome and are encouraged to integrate socially and academically. U/S</p> <ul style="list-style-type: none"> ○ Use pre-entry on-line surveys to establish learning requirements of students, what learning strategies they apply, including a measuring of their emotional intelligence and motivation for studying at GCU, what they expect, and to highlight any misunderstanding and/or misperception about courses etc. U/S ○ Information on the university website before students commence and on-line opportunities for interaction with other new students and existing students on the programme, student mentors and programme staff should be available for all new students prior to starting at GCU. U/S ○ Enable communication with current students ('internal marketing'), reminding students that they have made a good choice and that they can become 'champions' in wider world. U/S ○ Matching process for students sharing student accommodation should take place U
<p>Longitudinal process of induction which begins from point of application to the end of first year and continues throughout the whole student lifecycle. It addresses social, as well as academic, integration. This also leads to a timely provision of information and guidance that avoids duplication and overload. Recognising that students' needs change as they progress through the first year and beyond. Additionally, students should have access to support in a range of formats. This should be visible and viewed as part of normal activity rather than as response to crisis. Support systems should establish an appropriate balance between a proactive approach and student choice, autonomy and self-efficacy.</p>	<p>What does a longer, stretched induction have to deliver? Who delivers what? Do we collaborate on all levels to ensure that there is no unnecessary duplication and that it is purposeful for the students? What do we tell students? At what time do we inform students? In what medium do we communicate with students? Who distributes information? How and when do students access support? Can we rely on students being pro-active? How can we be more pro-active? How can we ensure that it is perceived as 'normal' to ask for support? How well publicised are our support services? How are they advertised? How can we embed support mechanisms in the curriculum and, thus, ensure that they are accessible for all students?</p>	<ul style="list-style-type: none"> ● A longitudinal approach to induction which introduces information and support at timely stages (based on student life cycle) throughout the first year and beyond: planning four year long thin induction programme by using student journey mapping and the student lifecycle to guide provision of information and timing of reminders and/or interventions (Learning Services) U ● Signposting to support at critical periods by teaching staff; integrating PDP and the development of independent learning skills within subject-based provision. S ● Induction and social transition: introducing more collaborative group work with students. U/S ● Academic Development Tutors will be more involved in induction and in generic skills training and will assist students from day 1. S ● Induction – a number of points come under this banner: U/S <ul style="list-style-type: none"> ○ Compulsory induction for all new students. U/S ○ Specific parts of the induction (e.g. how to cope with learning difficulties; IT skills etc) should be offered to a targeted group of students based on pre-entry information gathered. U/S ○ A central welcome/induction event/should be as transparent and open about student life as possible. U/S

<p>Focus on an enhancement, rather than a deficit model, for learning support which identifies, values, and builds on learning and skills achieved so far and encourages students to think about the way in which these may develop as they progress through their programme.</p>	<p>How do we enhance the student experience? What needs to be done to encourage students to be/become self-reflective learners? What kind of training do teaching staff need to be able to deliver pedagogically innovative curricula?</p>	<ul style="list-style-type: none"> • Broadening out of student mentor scheme to all new students to enable greater peer support. U/S • Capitalise more on students as source of support: e.g. proposal for centralised volunteering scheme: avoid duplication of effort. U • Invite recent, former graduates to speak to first years; as well as employers in order to emphasise links between programme and employability and future career early on. U/S • For college students entering directly to levels 2 and 3 of a programme, it would be useful to have the occasional ‘mixed classes of students from different years.’ S • Role of Student Association: U/S <ul style="list-style-type: none"> ○ Better communication at central and school levels with Students Association in addressing issues of transition and progression. U/S ○ Expand role of Students Association , and make better use of Class Reps to ensure greater participation of student body in shaping university experience U/S • Greater contact time in first year, and greater support/guidance in how to use independent study time U/S • Use of Blackboard: <ul style="list-style-type: none"> ○ Better communication with students regarding changes to timetabling/ cancellation of lectures/seminars etc required via Blackboard. Also consider the use of ‘text’ facilities to allow communication of timetable changes via text messages to students. S ○ Review of, and improve, use of Blackboard U • Clear University Guidelines on number of assignments for each module. U • Advocate for Part Time students U/S • Support and guidance in use of Saltire Centre with best use of space to suit study needs U • Further research and analysis in understanding why so many HN
--	--	--

<p>Effective tracking, monitoring and proactive follow up for non attendance and non submission and failed assignments to facilitate early intervention before a situation reaches a crisis point for a student as well as processes to support student reengagement with education at later point following withdrawal</p>	<p>Which systems are in place to monitor attendance? Do we solely rely on IT systems, or is there regular communication amongst teaching staff about attendance? How do we deal with non submissions? When do we contact 'at risk' students? Is it early enough to intervene? How do we treat students who decide to leave early? Do we ask them the 'right' questions in order to find out about the reasons for their decision? Do we encourage them to consider coming back at a later time? (Do we offer some form of reward for those who may have completed parts of their programme?)</p>	<p>students fail to progress and attempt to reverse that trend. U</p> <ul style="list-style-type: none"> • More effective attendance monitoring and earlier proactive follow-up for non attendance. This would also enable easier tracking of 'ghost students' with zero attendance who are currently included in failure rate. S • Earlier and proactive follow-up for non-submission and failed assignments based on better tracking systems S • Reinforce value and availability of multiple exit awards, other than Honours degree e.g. CertHe/DipHe/Unclassified degree, or Degree to HN articulation. U • Selective process for Honours entry U • Exit strategies for students- i.e. ensure all students who are considering withdrawal know what their options are i.e. support network; transfer to other programmes/institutions; exit award routes etc. This requires better tracking systems at central and school level to ensure students are not lost before intervention can take place U/S • Need to support process of re-engaging with education at later point following withdrawal. U/S
<p>Strategies/Principles of effective transition support (learning, teaching and assessment)</p>	<p>Reflective questions based on the principles of effective transition support</p>	<p>Examples of action points based on strategies U - University/centrally led S - School led U/S - Joint central/school action</p>
<p>Learning, teaching and assessment strategies should include embedded transition support at all stages of the student life cycle to achieve a holistic learning experience across the university (e.g. LTAS and iLearn-Framework). That is to say that transition support and other forms of learner support should be embedded into the curricula of all four years of undergraduate study as well as postgraduate study.</p>	<p>How can transition support be embedded into the curriculum for all stages of the student life-cycle? What form of transition support needs to be embedded at what stage of the academic year/student life-cycle? What other forms of student support can/should be embedded into curriculum? How can such support be combined with an innovative pedagogy that ensures that students are enabled to become independent/self-directed learners? (scaffolding model)</p>	<ul style="list-style-type: none"> • Frontloading L1 – in terms of student contact /support. Transition is problematic and requires more resources to solve these issues. A low cost system leads to poorer results and more problems. U/S • Implementation of LTAS and GCU Independent Learning Framework U • Effective Learning Service working closely with schools to ensure timely provision of support at different stages of student journey throughout the first year and beyond: embedding ELS provision within programmes so becomes part of mainstream learning experience for all students (i.e. not perceived as deficit model/remedial provision) in form of a four-year long thin induction programme. This should embed subject librarian support in programme delivery and provide information and support at timely stages throughout the student life

		<p>cycle. U/S</p> <ul style="list-style-type: none"> • More resources required for induction which should commence prior to entry. It should involve students in levels 2, 3 and 4 of programme to interact with first years Induction which links into PDP processes (Re-) Induction needs also to be considered to each level of programme to ensure adequate preparation for next level: four year long thin induction programme (Learning Services). Induction should be compulsory for all new students. U/S • Need to audit student's reasons for withdrawal. U/S
<p>Develop independent, or self-regulated, learners through skills development and self-directed enquiry.</p>	<p>What forms of pedagogy can be applied within the curriculum for all areas of study to facilitate self-directed learning etc? How can these approaches be contextualised, so that students understand the purpose of the exercise?</p>	<ul style="list-style-type: none"> • Integrate transition support and study skills into the first-year curriculum ('first-year pedagogy') S <ul style="list-style-type: none"> ○ Signal to all students that encountering difficulties is part of student life and therefore 'normal'. S ○ Incorporate support in LTAS and curriculum design. S ○ Include the so-called 'scaffolding-by-design model' into the first-year pedagogy/curriculum to enable students to develop self-reliant learning. S ○ Timetable into programme time for reflection and recognize students need to be supported in developing reflective skills. Include targeted measures at high risk times. S • Implementation of LTAS and GCU Independent Learning Framework U/S • Move away from generic programmes to contextualized programmes to enable greater engagement and stronger programme identity. S • Learning and teaching models which use smaller class sizes; more collaborative, active approaches to learning and earlier application of knowledge to practice will lead to more engagement. S • More project-based work, enquiry-led learning, engagement with employers/workplace, and formative assessment during the first year to encourage teamwork and peer communication that is directly linked to employer engagement and provides a more challenging and motivating learning experience. S <ul style="list-style-type: none"> ○ Aim to integrate project-work across all levels of study. S ○ Placements should be offered/considered on all courses, as a

		<p>means of developing employability and self directed learning skills <u>S</u></p> <ul style="list-style-type: none"> • Greater contact time in first year, and greater support/guidance in how to use independent study time- e.g. group projects/presentations that require students to meet and study outside lecture/seminar times and encourage informal peer support networks <u>S</u> • Move to block timetabling to ease time management for students in relation to work and family commitments, and improve attendance at lectures etc. Group module teaching in blocks is more engaging rather than days with only a 1 hour lecture (often no incentive to attend particularly if all the lecture notes are on Blackboard). <u>U/S</u>
<p>Encourage a sense of commitment/civic responsibility by setting clear guidelines, creating a sense of professionalism. Ensure that students understand the process, participate in it, and learn to see its benefits and value.</p>	<p>How can we find out whether students are equipped with the necessary skills to understand the significance of civic responsibility? How do we teach (!) students about their roles, rights and responsibilities? How can we make sure that they understand implicit and explicit rules that govern the functioning of the learning community/university (e.g. Ground rules of conduct, rewards, incentives, control)? How do we deal with cultural diversity and difference of expectation/accepted behaviour? How can we ensure that students become responsible, self-reflective members of society who embrace/accept democracy?</p>	<ul style="list-style-type: none"> • Need to engender a culture of responsibility, to tackle issues such as poor attendance and lack of engagement. This is linked to the need to develop clearer programme identity. <u>U/S</u> <ul style="list-style-type: none"> ○ Clearer language in modules is necessary to clarify expectations e.g. what students should be doing in their non-contact time. <u>S</u> ○ Clear and non-ambivalent signposting about the long-term purpose of modules as well as other course requirements and expectations are needed at all stages of the student-life cycle, i.e. base level of commitment required. <u>S</u> • Emphasise role/power of students to help shape learning and teaching experience; <u>U/S</u> <ul style="list-style-type: none"> ○ Invite students to comment on their student experience, but centralise it to avoid ‘survey overload’ and involve Students’ Association. Students’ Association to explain roles of student reps and student parliament to first years. <u>U/S</u> ○ Ensure that expectations of students are also being made explicit, <u>U/S</u>
<p>Student engagement and the different aspects of transition (academic, social and personal) should be addressed in curriculum design and review. This also encourages teamwork and emphasises the research-teaching link as well as links to employability by integrating project-based, work-based and/or work-related learning in the curriculum to motivate students thereby generating a sense of purpose/clear direction and raise their awareness of the transferability of skills and qualifications in</p>	<p>What is being done to support the students’ academic integration? How can we improve academic integration? What are students offered in relation to social and personal integration? How do we differentiate between the two? How do we approach integration? Is peer support guaranteed for every single student? How can we make sure that all students have access and are willing to access peer support? How can we encourage cross-level peer-support and/or communication of students? How can we</p>	<ul style="list-style-type: none"> • Induction and social transition – in many programmes very few students will be together on their programmes again after induction and are therefore not socialising with larger groups of students: <ul style="list-style-type: none"> ○ Investigate scope for introducing more collaborative group work with students in first year as a means of encouraging more peer support/informal learning networks. <u>S</u> ○ Early interaction with academic staff; <u>S</u> ○ Need to encourage initiatives like student societies and invite people to share experiences, in order to develop a sense of collective in the institution. <u>U/S</u>

<p>relation to future employment.</p>	<p>encourage communication of students across the schools and divisions? How can project-based, work-related, and/or work-based projects be embedded in the curriculum for all programmes? What are the pedagogical outcomes of each module and how can they be matched with innovative, project-based learning to enhance the student learning experience and provide purpose and transferability of skills for future employment?</p>	<ul style="list-style-type: none"> • Move to block timetabling to ease time management for students in relation to work and family commitments, and improve attendance at lectures etc. Group module teaching in blocks is more engaging rather than days with only a 1 hour lecture (often no incentive to attend particularly if all the lecture notes are on Blackboard). U/S • More effective attendance monitoring and earlier proactive follow-up for non attendance, as attendance at lectures is crucial and can be addressed. This would also enable easier tracking of ‘ghost students’ with zero attendance who are currently included in failure rate. S • Earlier and proactive follow-up for non-submission and failed assignments based on better tracking systems S • Emphasise availability of mentoring scheme: allocate a mentor to all first years. Mentors can help with more practical support e.g. in terms of how to use the library and on-line resources as well as in relation to the academic and social aspects of being a student. U/S • PDP and Integral Feedback: there is an inconsistent student experience of PDP at GCU. It is embedded in some programmes but not others. If PDP is operated through the academic guidance/advisor system students are less likely to participate. It is more effective, if embedded in first year modules, because students receive credit for it. All PDP should provide a more standardized introduction to the university and to the programme (to ensure equity of experience) and should commence before week 8 of the first semester i.e. discuss and clarify expectations, time management, juggling demands of study and part-time work/family commitments etc. S • Invite recent, former graduates to speak to first years; as well as employers in order to emphasise links between programme and employability and future career early on: this would improve students’ engagement with programme from the beginning, when initially these links are not clear. S • Integrating work-related learning activities in the subject-specific curriculum across the university. This should be highlighted in terms of marketing and university branding. U/S
---------------------------------------	--	---

<p>Offer early formative assessment which generates meaningful feedback to support the adaptation to the university experience. Thus, enable students to understand and learn from feedback and encourage and teach them to give feedback on their programme to allow swift reaction/improvements in case students encounter any difficulties which could lead to disaffection with their studies.</p>	<p>How do students receive and understand feedback? Have they got the skills to comprehend and use the feedback they receive? How do we teach students how to read/receive feedback and how do we evaluate/judge whether the feedback has been understood correctly? How can we ensure that there are systems in place to react swiftly to any difficulties, special needs or negative feedback from students? What forms of assessment are in place? How can we introduce formative assessment throughout the curriculum to enable the students to develop their own ways of learning and to cope with the increasing demands of their academic pathway? What defines meaningful feedback? When and how do we provide feedback? How can it be made more meaningful and relevant for the students?</p>	<ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> ○ Earlier explanation of the assessment system and regulations is required. § ○ More balanced timing of assignments: first 8 weeks can be used more productively to engage students early on in the programme; set earlier, smaller assessment tasks throughout the first semester. This helps students to pace themselves better and use their independent study time more productively. § ○ Clear University Guidelines on number of assignments for each module. U ○ Students should have the option to count their first year assignments towards their degree classification. This would make the first year more meaningful and would motivate students to work well from the start § • Feedback: <p>There is a huge variation in quality and quantity of feedback across programmes. Constructive and detailed feedback very early on is highly valuable in terms of understanding learning requirements, expectations, and assessment processes. §</p> <ul style="list-style-type: none"> ○ Centralisation of feedback policy: Reviewing processes and adhering to feedback policy within Schools to ensure feedback is valuable and on time – for e.g. : give students all assessments back with assessors comments as a Feedback Pack at end of Semester A. Individual feedback with the opportunity to follow-up with lecturers in weekly ‘drop in hours’ is recommended as a good system. The need for feedback on exams, and a breakdown of how the final grade is achieved, enables students to improve their exam performance. § ○ Ensure that students are enabled to utilize the feedback they are given, by embedding the development of student understanding of learning processes within programmes. Students need to learn about different ways of learning, which learning strategies to use to meet deadlines, cope with assignments and other academic demands, and how to best utilize feedback to improve their results. §
--	--	--

		<ul style="list-style-type: none">○ Meaningful Feedback works both ways– although students should learn from feedback, the intelligence they provide about their own experience is invaluable for learning, teaching and assessment in general and is also useful for attracting prospective students as well as engaging current students (e.g. marketing and portfolio development). ⁵
--	--	--