Best practice across the wider HE Sector in relation to student support in preparing for examinations, EMAs, revision, resits and resubmissions.

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Best practice across the wider HE Sector in relation to student support in preparing for examinations, EMAs, revision, resits and resubmissions.

March 2017
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1. Executive Summary

This project was undertaken as part of a review of student support for examinations, end of module assessments (EMAs), revision, resits and resubmissions, as part of activity within the Assessment Programme, Learning and Teaching Innovation Portfolio.

Through existing contacts of the report author and through a wider network accessed via forums and social networking, a mix of mini interviews via Skype, telephone and email were undertaken, together with desk research and the use of key pieces of literature from the wider Higher Education (HE) sector to identify best practice across UK Higher Education Institutions (HEIs). The focus was on undergraduates though the research has found that the best practice is applied to both undergraduate and postgraduate and a distinction is not made for services discussed in this report.

There are 107 universities in England (HEFCE, 2017), 15 in Scotland (Universities Scotland, 2017), 9 universities in Wales (Universities Wales, 2017) and 2 in Northern Ireland (NI Direct, 2017). Out of the total 133 universities in the United Kingdom, this report has consulted with 45% (a total of 48) of the universities in the UK, plus an additional five institutions outside of the UK. A list of all institutions consulted in the production of this report can be found in Appendix A.

This project found there were many aspects of support for students in relation to preparing for examinations, EMAs, revision, resits and resubmissions, taking place in other HEIs, which merit consideration for implementation at The Open University:

**Choice of Assessment Format:** HEIs provide greater diversity in the mechanisms and forms of examination. They enable students to present in a range of formats for their skills and knowledge to be assessed.

**Examination Familiarisation:** There are a number of good examples of HEIs helping students become familiar with the examination process, including the stages before, during and after
an examination. All provide website pages and many also provide video tutorials. HEIs provide workshops, courses, drop-in sessions and 1-to-1 consultations.

**Video Tutorials:** Students are supported in the eTMA, EMA and iCMA submission process through video demonstration on how to submit an assignment, how to carry out a library search etc. The videos show each step by step process, following the screens and mouse clicks.

**24/7 Support:** Consider the idea of having an 'out of hours' service since so many of our students do seem to work at night. The implementation of a 24/7 support service could be achieved through collaboration with another Open University or HEI in a different time zone.

**Clearer Assessment Criteria:** The Open University operates differently to other HEIs, in that everything the student needs is often all contained within the study materials provided and there is no requirement to consult wider resources for the purpose of the assignment. This is often a big change for students not used to being given everything. It is not always clear for students. Associate Lecturers are often perceived as being lazy and difficult by students who think they are not willing to read wider beyond the course material. It would be helpful to clearly outline to the student, the Associate Lecturer’s remit and how they are instructed to mark assessments within the introductory study guide and how the assessment criteria works and is linked to learning outcomes (in addition to providing the student version of the marking rubrics).

**Incorporate Resources from Student home and the Library:** Make better use to incorporate and embed study skills resources and library resources. There is a wealth of information available on Student home and the library which needs to be made clear to the student. As an example, the OU library have produced the award winning “Being Digital” (The Open University, 2017a) which is not widely incorporated into courses. The Help Centre provides a wide range of academic study skills which are useful resources.

**Academic Skills and Examination Workshops:** HEIs offer a regular programme (often weekly) of workshops for skills development and support for examination, for example: making the
most of feedback, note-taking, avoiding plagiarism, successful group-working, reading and researching.

**Supporting Associate Lecturers:** In addition, to providing a range of support and development opportunities for students, HEIs have a regular programme of staff development for their Staff. Many of the approaches for students are adopted for staff. There are a regular choice of monthly and sometimes weekly courses and workshops, across HEIs, for staff to attend for continuous professional development, improving practice and gaining new skills.

**E-Portfolios and Continuous Professional Development Plans:** The use of e-portfolios is widely used and the introduction of portfolios for all students at The Open University should be explored. This would support the development of employability skills and a portfolio of evidence for students to use at interviews. Alongside portfolios, students should also be supported in a continuous professional development plan that evolves throughout their OU journey.

**Revision Distribution:** Students should have their revision fairly distributed throughout the course calendar, rather than clustering at the end. Many HEIs start revision from week 1 through the use of interactive quizzes. Time allocated for revision should be used to support students through resources, videos, topic summaries, revision advice, mind mapping and so on, rather than leaving as blank weeks in the study calendar.

**Writing Skills Support:** HEIs provide a significant and wide range of support, including writers in residence, writing centres, drop-in sessions online. The Open University could explore opportunities for students to develop their writing skills through workshops and courses. Utilising ALs who are authors and teaching on the creative writing suite of courses as an option to recruit writers in residence.

**Social Networking:** Social networking and blogging is widely used to extend the reach of information and support for study and examination. Many HEIs utilise the Wordpress platform to set up blogs and websites outside of the institutional website, but with a similar name / domain to provide information quickly to students.
Examination and EMA Feedback: Examination and EMA feedback should be issued and in time for students to act on it for their next course. One reason why students often find examinations difficult, is because they do not receive feedback on the examination elements.

Sample papers and EMA Non-Model Answers: All the HEIs consulted in this study provide free exam papers for students. Any paper from any course can be accessed by students at any time. In addition to exam papers, students submitting an EMA should be supported by being provided with non-model answers, which are far more beneficial to students than a model answer.

Formative assessment and feedback: More opportunities for formative assessment and feedback should be explored which would facilitate learning without students having to be concerned about marks and the opportunity for collaborative working with their peers.

Student Mentoring: All the HEIs consulted provided a student to student mentoring service. All student mentors are fully trained. There were also examples of other initiatives, such as students being paired with employers in the local area and the HEIs themselves, recruiting students into part time job roles.

Self-reflection and peer learning: There should be opportunities embedded into all courses for peer-to-peer learning and self-reflection exercises.

Holistic Support: Provide holistic support for students, throughout their Open University learning journey, including health, wellness, learning and employability, skills and knowledge support. Health is the very foundation of life.

Online Counselling: All the HEIs provided a counselling service for students, including individual counselling, workshops, group counselling, self-help leaflets and online courses, as well as, real time online counselling through web chat, Skype or video conferencing.
2. Introduction

The purpose of this project report was to learn more about how HEIs support undergraduate students for examinations, end of module assessments, revision, resits and resubmissions. The aim was to discover examples of good practice of supporting students from stress management to curriculum designs, skills development and examination support.

Through existing contacts of the report author and through a wider network accessed via forums and social networking, a mix of mini interviews via Skype, telephone and email were undertaken, together with desk research and the use of key pieces of literature from the wider Higher Education (HE) sector to identify best practice across UK Higher Education Institutions (HEIs). The focus was on undergraduates though the research has found that the best practice is applied to both undergraduate and postgraduate and a distinction is not made for services discussed in this report.

There are 107 universities in England (HEFCE, 2017), 15 in Scotland (Universities Scotland, 2017), 9 universities in Wales (Universities Wales, 2017) and 2 in Northern Ireland (NI Direct, 2017). Out of the total 133 universities in the United Kingdom, this report has consulted with 45% (a total of 48) of the universities in the UK, plus an additional five institutions outside of the UK. A list of all institutions interviewed in the production of this report can be found in Appendix A.

There were lots of commonalities across the HEIs. Central support is available which is designed to work alongside any more local/programme related means. All of the central support is available to all students - whether under or post graduate, on campus or distance learners. A general overview of the central services available are presented on the institutional websites.
This includes access to resources, effective learning advisors and access to past exam papers and example answers. Comprehensive guides (including a specific one aimed at exam techniques and revision) and past exam papers are supplied to enrolled students via the virtual learning environment (VLE) and many are referred to as part of our online programmes in particular.

As part of overall programme delivery each programme team will also have their own way of providing support (on-going, pre-assessment and post assessment in respect of resubmissions and this of course will depend on the type of assessment being used i.e. although exams still occur programme teams are encouraged to use a range of assessments (both formative and summative). The extent to which the development of students’ skills in various areas (with specific reference to exams) are embedded across modules/programmes might vary (but without looking at every programme handbook developed for every programme across the university it is impossible to comment accurately).

The institutions’ quality enhancement units also provide guidance and support to programme teams re. curriculum development (including assessment etc).

In a broad sense much of the advice is grounded in 'best practice' as evidenced/proposed by Jisc (Jisc, 2015) (e.g. through its various funded projects), the Higher Education Academy (HEA), the Quality Assurance Agency (QAA) (via the relevant Quality Code chapters) (QAA, 2017), Universities UK (Universities UK, 2015) etc. and tied into students’ mental health and well-being in general as well as other sources which are likely to reflect individual programme preferences and any additional 'first hand' advice collated by the universities’ student associations (or sources such as Student Minds) (Student Minds, 2016).

The following key themes have emerged from the study and will each be discussed in section 4 onwards of this report.

- Choice in format of assessment
- Familiarisation for sitting the exam
- Video tutorials
• 24/7 support
• Clearer assessment criteria
• Study skills and digital literacy skills
• Workshops and courses
• Supporting Associate Lecturers
• Portfolios and PDPs
• Revision planning
• Writing skills support
• Social networking
• Feedback on exams and EMAs
• Sample papers and answers
• Formative assessment and feedback
• Student mentoring
• Self-reflection and peer learning
• Holistic Support
• Online Counselling
• Clinical Hypnotherapy
• Pets as Therapy
• Institutional Inclusive Approach

3. Scope

It must be noted that the research was limited in scope, by requiring to be completed within 5 working days, which includes the writing of this report.

The scope focused on undergraduate taught courses at university institutions within the UK. Although, all the findings discussed in this report are applicable to both undergraduate and postgraduate students. There was no distinction between the two in terms of support availability and service, provided by HEIs, discussed in this report.
In scope:

- Existing literature from the HE sector in relation to preparing students for examinations, EMAs, revision, resits and resubmissions
- Examples from other HEIs of good practice in relation to the provision of student support in preparing for examinations, EMAs, revision, resits and resubmissions

Out of scope:

- Review of specific software/platforms/technological solutions for delivery of student support (the Assessment Programme does not have responsibility for the introduction of new systems and therefore we would like the report to focus on recommendations which would not require any systems development)
- The scope of this report focuses on HEIs external to The Open University. A separate report has been produced by Patrick Murphy which focuses internally and is out of scope of this project. This report has been produced without knowledge of the internal research project which covered:
  - The retrieval and review of generic student-facing information, advice and guidance and communications provided by the Open University to support our students in preparing for examinations, EMAs, revision, resits and resubmissions. This is to include resources available via the Help Centre and the Library.
  - Review of student comments on examinations and EMAs from the student consultation regarding assessment.
  - Review of information included on the Assessment Hub (including the Assessment Bank) and the Scholarship Exchange to identify any examples of good practice in supporting students in preparing for examinations, EMAs, revision, resits and resubmissions.
  - All generic written (or audio/video materials) provided online by the Open University to students whichever module/qualification they are studying towards
4. Choice in format of assessment

HEIs are providing greater diversity in the mechanisms and forms of examination. They enable students to present in a range of formats for their skills and knowledge to be assessed. One example is by Manchester Metropolitan University on their 15-credit course called “Assessment in Higher Education”. Click on “Unit Assessment” to the assessment strategy at this link (Manchester Metropolitan University, 2017). Manchester Metropolitan have been providing choice in assessment format for a few years now and find it beneficial and are finding more and more that students are producing work which they can use again with professional bodies and within their portfolio for instance. Students are making choices about the format of their own assignments. Manchester Metropolitan do not encourage live presentations due to logistical practicalities, but if asked, do accommodate this for students. University College Dublin produced a guide to choices of assessment methods within a module, with case studies (O’Neill, 2011) and maintain a useful website for assessing student learning with resources, available here (UCD Dublin, 2017).

University of Greenwich for the first time this academic year, 2016-2017 have extended their choice of media for the submission of formative assessment to also providing choice in the media and formats for summative assignments. For example, students can provide a 1500-word essay or can choose from a short list of interactive media. The media should take no longer than 20 minutes to read/listen/watch.

Hong Kong University have produced an assessment resources website which contains a wealth of information about assessment includes a comprehensive resource on assessment methods (Hong Kong University, 2014).

London South Bank University, due to limited resources, did not have the capacity to mark portfolios or watch asynchronous presentations so they adopted a half-hour presentation to
a panel of Senior/Principal Fellows (2 + a chair), a private panel discussion followed by about a quarter of an hour’s conversation arising from the claim. The panel use a map of the subdimensions of the UKPSF (HEA, 2015) to note where claimants meet the requirements.

The rationale for HEIs providing a choice of format is because it is fairer to people whose fields and expertise are less textual. It also provides a really interesting kind of engagement.

5. **Familiarisation for sitting the exam**

There are a number of good examples of HEIs helping students become familiar with the examination process, including the stages before, during and after an examination, for example, see University of Nottingham (2017a). All provide website pages and many also provide video tutorials.

The University of Nottingham (2017b) has produced a series of study resources for revision and examinations, available here.

6. **Video tutorials**

Although the submission process for EMAs is simple; to begin with, Student home appears very complicated and there is a lack of instruction within assignment booklets, which often only states ‘submit via the eTMA system’ but does not provide any advice on how to do this.

Many HEIs consulted provide video tutorials to show step by step how to carry out a library search, how to create a bibliography, how to set up a word document for an assignment with a header, table of contents, page numbers and so on. One example of video tutorials is on University of Bolton’s website, which shows step by step how to submit an assignment on the Moodle VLE, available online at: http://www.bolton.ac.uk/library/Study-Skills/Video-Tutorials.aspx University of Reading also provides another good example of a suite of video
tutorials to support students for assessment, available online at: https://www.reading.ac.uk/library/study-advice/guides/lib-sa-videos.aspx?#assessment.

7. 24/7 support

The Open University may wish to consider the idea of having an 'out of hours' service since so many of our students do seem to work at night. The implementation of a 24/7 support service could be achieved through collaboration with another Open University or HEI in a different time zone. Edinburgh Napier University are currently exploring collaborating with another university to provide 24/7 support cover.

The University of East London have recently subscribed to the Australian company Yourtutor.com for a 24/7 writing feedback service.

8. Clearer assessment criteria

The Open University operates differently to other HEIs, in that everything the student needs is often all contained within the study materials provided and there is no requirement to consult wider resources for the purpose of the assignment. This is often a big change for students not used to being given everything. It is not always clear for students and Associate Lecturers are often perceived as being lazy and difficult by students who think they are not willing to read wider beyond the course material, when they mark them down for not applying the actual course material. It would be helpful to clearly outline to the student, the Associate Lecturer’s remit and how they are instructed to mark assessments within the introductory study guide and how the assessment criteria works and is linked to learning outcomes (in addition to providing the student version of the marking rubrics).

Leeds Metropolitan University (2010) have produced a guide to university assessment, available here.
9. **Study skills and digital literacy skills**

The Open University could make better use to incorporate and embed study skills resources and library resources. There is a wealth of information available on Student home and the library which needs to be made clear to the student. As an example, the OU library have produced the award winning “Being Digital” (The Open University, 2017a) which is not widely incorporated into courses.

The HEIs consulted offer a wide range of study skills workshops, in addition, to similar resources offered by the OU in their help centre. Some HEIs, such as, Birmingham City University also offer one-to-one tutorials to discuss aspects of study, address academic writing and study skills. York St John (2017) have a series of useful factsheets including essay writing and exam success and offer workshops, short courses, 1-to-1 and small group tutorials.

Some HEIs highlight useful books form the library, for example, University of Worcester recommend books on study skills and University of Bolton (2017a) specifically highlights useful books in the library and provides a pdf download of Revision and Exam techniques by David Rudd (see Fig 1).

Staffordshire University’s academic skills know how resources are presented for students by year of study, first years finding their feet, second years steps to success and final years fly through your finals (Staffordshire University, 2017).
Additional Help

The following documents offer useful guidance:

- Revision and Exam techniques by David Rudd [PDF]
- Student Liaison Officer’s printable guide Preparing for exams [PDF]
- Student Liaison Officer’s printable Revision Planner [PDF]

There are many books in the library which will help you with examinations, here are a few examples:

![Additional Help](image)

Fig 1: Image of recommended reading for study skills at University of Bolton (2017b)

Many HEIs provide open access learning development resources, for example:
Succeed at Solent: [http://learn.solent.ac.uk/course/view.php?id=90](http://learn.solent.ac.uk/course/view.php?id=90)
London Met Student: [http://learning.londonmet.ac.uk/studyhub/](http://learning.londonmet.ac.uk/studyhub/)

The University of Bolton (2017c) operate LEAP online for their students, which is shown in Fig 2 and provides online, interactive study skills tutorials.
10. Workshops and courses

All the HEIs consulted provide a calendar of courses and workshops to support students for exams and general study, courses include: revision techniques, exam questions, managing stress, writing and mindfulness. Westminster University hold a PASS (Passing Assessment Student Support) week providing a series of workshops and initiatives led by Academic Learning Development in collaboration with Library, Counselling, Interfaith, Disability
Learning Support and IT Training, to help students coping with and succeeding at exams, resits, and dissertations. For the academic year 2016-2017, PASS week takes place in December, March and June and provides workshops in Mind mapping and memory, Exam Revision Strategy, Tackling Essay questions in exams, Organising your revision, Managing exam stress and PASS Mind the Gaps: whole-person strategies for success in exams and assessments University of Bath hold weekly workshops every Wednesday lunchtimes. Students do not have to book in advance.

Workshops and courses in study skills are frequently run in addition to the advice and guidance provided on the institutional websites (similar to the OU’s help centre with videos clips, links to resources and study booklets). There is a wide range of subjects covered including: how to write an effective introduction, how to plan and structure an essay, punctuation, how to develop an argument, using sources, reflective writing, being critical, quoting and paraphrasing, acting upon your tutor’s feedback, active reading, note-taking.

There were also a wide range of examples of re-assessment resources such as this one at University of Worcester (2017). There were many examples, for example, “Exam and Assessment Anxiety - A workshop open to all students experiencing anxiety as they approach their exams/assessment deadlines.

Universities provide additional revision and exam technique classes available through study support services running workshops. Some departments put on revision groups that are specifically about the topics. Past papers are available in the library, online repository and on Virtual Learning Environments.
11. Supporting Associate Lecturers

In addition, to providing a range of support and development opportunities for students, HEIs have a regular programme of staff development for their Staff. Many of the approaches for students are adopted for staff. HEIs provide a regular choice of monthly and sometimes weekly courses and workshops for Tutors to attend and continuously be professionally developing and strengthening or gaining new skills.

The University of Glasgow (2017) provides an assessment and feedback toolkit to support lecturers and students. The toolkit covers seven sections: assessment at a glance, assessment types, transforming assessment, curriculum mapping, using technology in assessment, assessment methods and case studies of good practice in assessment. The toolkit contains useful links, presentations, additional reading material and case studies of good practice. It is available here.

There is a great deal of innovation and skills within the AL community that is not always shared as best as it could. The recently AL online conference held on the 25th March 2017 showcased an online Fair which shared OU projects taking place across various faculties. Something similar could be explored for the sharing of AL’s use of digital tools and other techniques for supporting students. The “By ALs for ALs online events programme” is an excellent initiative for sharing best practice.

London Metropolitan University have a fortnightly blog (Take 5, 2017) using Wordpress for the platform, for sharing tips on easy to use ideas that can be embedded into any module at any level to develop student learning and success.

HEIs utilise learning profiles to support Associate Lecturers in being able to provide guidance to each student. For example, at Plymouth University, students are asked to complete a coursework checklist to evaluate their work. The checklist is sent to teaching staff who look up the results against their checklist of advice and can then direct students to support via the recommended web links and services. This is in addition to the disability assessment
information provided by the support teams. At the University of Wolverhampton, results from
the learning profile provide Tutors with links to support their students, for example, on using
technology, speaking and listening, reading and researching, academic writing, numeracy
skills, time management and specific needs.

Following the completion of the profile forms by the students, a follow-up meeting is
scheduled to review the advice, support and resources provided to make any necessary
adjustments.

University of the West of Scotland have a web based application for lecturers and students.
It creates a visual representation of how the student is engaging with their studies and allows
students to compare their learning activity with the rest of the students on their course.

The tool gathers data from existing systems such as attendance records; Moodle, Library and
e-resource use; and printing and copy usage. This data is used to determine how students are
engaging with their studies and used to produce graphs that they can compare against their
cohort. In a similar manner it presents assessment results and shows where students sit in
comparison to the class average and distribution. Through the system called “My Journey”,
lecturers have a view that allows them to see changes to their students’ engagement and to
contact students to offer support and guidance. This system allows lecturers and students to
explore data and information and helps students to take control of their learning experience.
Data seen relating to other students is always cumulative and completely anonymised.
Although out of the scope of this project, there is much functionality within moodle which
could be utilised to better support both students and lecturers with data.
12. Portfolios and PDPs

HEIs consulted provide an e-portfolio for all students and this is incorporated into the curriculum, with an emphasis on employability and building a portfolio of evidence as part of a student’s learning journey. ePortfolios are used in a variety of ways to provide information, collate work for assessment, providing feedback on progress, coordinating project work, used to support peer-group networks, recording personal development planning, recording skills, events, progress and achievements throughout the student’s academic study. A list of portfolios used are shown in Appendix B. The National University of Ireland Galway are deconstructing the definition and purpose of eportfolios. The Irish Higher Education e-portfolio hub provides useful resources [here](https://ePortfolio hub, 2017).

13. Revision Distribution

Students should have their revision fairly distributed throughout the course calendar, rather than clustering at the end. Many HEIs start revision from week 1 through the use of interactive quizzes and electronic voting systems. [https://getkahoot.com](https://getkahoot.com) [https://answergarden.ch](https://answergarden.ch) and [https://socrative.com](https://socrative.com) are all free and easy to use quiz tools that could be fairly easy to implement their use with some short training for ALs. Providing revision opportunities throughout engages the students from the start and frequency is one factor that can improve exam performance. Tools that students can use on their phones provides flexibility, allowing different types of question styles (free text, word cloud, scales and multichoice). [https://www.mentimeter.com](https://www.mentimeter.com) and [https://www.meetoo.com](https://www.meetoo.com) are popular tools for multi choice questions.

Tools such as Socrative [https://socratic.com](https://socratic.com) (and other similar applications) are used to increase student engagement. Socrative also allowed teaching in ways to make learning participatory, dialogic, collaborative, authentic, active and critical. Socrative takes the students away from the ‘sit and listen’ approach to lectures and asks them to actively participate.
Time allocated for revision should be used to support students through resources, videos, topic summaries, revision advice, mind mapping and so on, rather than leaving as blank weeks in the study calendar. Perhaps more use of iCMAs could be a relatively easy implementation to provide weekly revision sessions. The author of this report makes use of digital tools for summarising learning to support students. The author has recently gathered feedback from students to find ways to improve teaching practice and how best to engage students. The findings have been captured in a magazine: [http://katharinejewitt.co.uk/engaging-students/engagingstudentsmagazine.pdf](http://katharinejewitt.co.uk/engaging-students/engagingstudentsmagazine.pdf).

From a personal perspective, the author has found that if the tutor takes an active role in reviewing course material, regular revising and summarising learning, then students do too and are better prepared for EMAs and examinations. Embedding revision into taught tutorials and on the tutor group forum can help get the ball rolling for students to dedicate some of their own time to revision.

Students seem to enjoy the competitive element of using online quizzes. The important thing is for incorrect answers to be revisited and discussed, otherwise there is limited learning benefit. The response from students is positive, as they enjoy using their phones or tablets to answer questions and engagement levels are usually very high. Responses can be set to anonymous which can help students build their confidence and not be afraid to get a question wrong. Using these digital tools are quick and easy to set questions. The tutor can download the responses and they provide a helpful gauge on how the cohort of students are coping with the course. The output can also be shared with students to further reinforce their revision programme.
14. Writing skills support

HEIs provide a significant and wide range of support, including writers in residence, writing centres, drop-in sessions online. The Open University could explore opportunities for students to develop their writing skills through workshops and courses. Utilising ALs who are authors and teaching on the creative writing suite of courses could be an option to recruit writers in residence.

All the HEIs provide writing support, for example, through writing centres or writing support or writers-in-residence. Support is provided to help students in writing essays, grappling with grammar and punctuation or referencing and techniques to improve style and structure and so on. Drop in sessions of 50 minutes are provided to help with planning and structuring assignments, developing arguments, integrating resources into writing, proof reading and other academic writing skills. The University of Bath provide daily drop in sessions over a 3 hour period.

As part of the Royal Literary Fund’s Fellowship Scheme, many of the HEIs have writers-in-residence (the fund sponsors 80 writers to work in universities across the UK), for example, at York St John, writer-in-residence, Mark Illis, provides one-to-one 45 minute writing support meetings and the University of Sussex hosts two professional writers who offer one-to-one tutorials with any member of the university who wishes to improve their writing skills. The RLF Fellows can help with any aspect of the essay-writing process, from planning to drafting to editing. HEIs also provide support for distance learners through email or booking a google hangout. The University of York provides e-support for distance learners from their writing centre. Watch this short video on the service (University of York, 2016). University of Leicester (2017) have a writing essays tour with a clickable roadmap leading to resources for each stage, including videos and study guides.
15. Social networking

Social networking and blogging is widely used to extend the reach of information and support for study and examination for both students and staff. Many HEIs utilise the Wordpress platform to set up blogs and websites outside of the institutional website, but with a similar name / domain to provide information quickly to students. University of Wolverhampton have a Facebook page called “Just ASK” where potential new students, as well as, current students can ask questions.

The University of Worcester’s study skills blog (Worcester study skills, 2017) is linked from their university site but is built on Wordpress and covers assignment planning, assessment criteria.

The University of Manchester share “My Learning Essentials” resources via their blog, which are openly available and reusable at https://mylearningessentials.wordpress.com/ They also social network on Twitter https://twitter.com/mlemanchester and have podcasts at https://soundcloud.com/uomlibrary and on the university library website have “My Learning Essentials” resources.

HEIs provide a wide range of access for students to gain support remotely, without being on campus, for example, online helpdesks, online instant chat, google hangouts, set times for online skills support and writing development, e-support through email, in addition to other topics covered within this report, for example, 24/7 support (see section 7) and student mentors (see section 19) and online and email counselling (see section 22).
16. Feedback on exams and EMAs

Examination and EMA feedback should be issued and in time for students to act on it for their next course. One reason why students often find examinations difficult, is because they do not receive feedback.

Student voice has been a key driver for changed improvements in assessment across HEIs. There is a project being led at Plymouth University looking at the provision of exam feedback, and on the basis of this work developed a toolkit. You can access the toolkit from this link (Plymouth University, 2017) and scrolling down to inclusive exams.

17. Sample papers and Non-model answers for EMAs

All the HEIs consulted in this study provide free exam papers for students. Any paper from any course can be accessed by students at any time.

In addition to examinations, support is also provided for end of module assessments, for example, providing non-model answers which are far more beneficial to students than a model answer. In relation to specimen questions and model answers something that HEIs have reported worked very well is providing anonymised extracts of non-model answers with the marker comments. It is far easier to learn from mistakes (especially other people’s mistakes) than it is to learn from perfection. Providing examples of high scoring assignments from previous years leads to students feeling frustrated because there is so little to criticise that there was nothing to learn from. By being given something mediocre, students can discuss how to improve it.
18. Formative assessment and feedback

More opportunities for formative assessment and feedback should be explored which would facilitate learning without students having to be concerned about marks and the opportunity for collaborative working with their peers. HEIs reported that a lot of time has been spent on formative assessment and exam familiarity for example starting and finishing every session with a practice exam question and the completion of 2 to 3 mock tests over the course of the module. Anecdotally this had a definite impact upon pass rates.

At the Australian National University, small examinations are useful sparingly, but what is of great benefit, is students doing real-world tasks or simulations of them, to learn, as well as, for assessment. Students do weekly automated quizzes to help them with basic knowledge, answer and discuss questions with other students. This is designed to build their skills and have them collect the information needed for the major tasks. The weekly work contributes to the student’s final result, so that everything does not depend on one big final assessment.

19. Student mentoring

There was widespread evidence of student mentoring taking place in many formats. All the HEIs consulted provided a student to student mentoring service. All student mentors are fully trained. There were also examples of other initiatives, such as students being paired with employers in the local area and the HEIs themselves, recruiting students into part time job roles. Online peer mentoring provides distance learning students, access to experienced students in helping them settle into study.

The biosciences department of the University of Cardiff and Bristol have put their students in touch with each other and asked them to use online platforms to share and curate revision materials in preparation for their exams.
The University of Wolverhampton are currently in the process of launching a brand new mentoring online platform. Peer assisted study sessions (PASS) run by PASS Leaders at the University of Bolton.

At the University of Aberdeen, they run Students 4 Students (4-6 students S4S Mentors are all fully trained, and are current undergraduate students who are studying in the same School as the students they mentor and, if possible, on the same degree programme. As a new first year student at the University they are assigned a S4S Mentor. S4S Mentors are there to offer advice and support on University life from the perspective of a fellow student, alongside the assistance received from a Personal Tutor. The S4S Scheme lasts for the first year of every student.

S4S Mentors allow new students to:

• Gain practical advice, encouragement and support
• Learn from the experiences of others within your area of study
• Increase your social and academic confidence
• Make new friends across year groups
• Develop strategies for dealing with life at university

Birmingham City University's Inspiring Futures Mentoring Scheme has achieved full accreditation status from the Mentoring and Befriending Foundation. The scheme brings together final year university students with working professionals in the area around the university. See more information here on the quality standard (NCVO, 2017).
Birmingham City University run a mentoring scheme for students on the Graduate Diploma in Law/Common Professional Examination and Legal Practice Course programmes, which is supported by the Birmingham Law Society, the Birmingham Trainee Solicitor Society and leading firms in the region. The scheme pairs students with a local lawyer who will help with any questions or concerns students might have about their future career.

20. Self-reflection and peer learning

There should be opportunities embedded into all courses for peer-to-peer learning and self-reflection exercises.

Southampton Solent University are considering using the MASUS framework (The University of Sydney, 2007) as a tool for students to self-assess the academic writing development. See here.
21. Holistic Support

Holistic health focuses on not only health and wellbeing but on how students spend their time, what learning and development environments they expose themselves to. When their intentions, thoughts and actions are congruent, they will see results. Self-mastery and attainment of optimal health go hand in hand.

Without health, students cannot achieve their goals, they fail to be their best for themselves and the people around them, they feel defeated and powerless to make positive changes and they fall short of living up to the greatness that lies within them. To improve any area of one’s life, the first place to start is one’s health. When students improve their health and wellness, they improve their ability to see what is possible for their life and they have the energy to pursue possibilities. It’s in the pursuit of those possibilities that they find their happiness.

Supporting students to think about their health holistically is a smart way for them to create lasting health, wellness and learning. When they change their way of thinking and seeing themselves as a whole person, body, mind and spirit, they uncover the missing link that can help be successful in every aspect of their life.

The university could support students take a holistic view of who they are and focus not only on their health, diet, exercise, but their lifelong learning and mindset through self-awareness, reflection. E-portfolios and continuous professional development plans could also support this process discussed in section 12.

The Open University provides students with a supportive help centre, which provides a wide range of support for their study. All HEIs do similar, but what differed with other HEIs, in comparison to the OU was their emphasis on the student as a whole being. Much of the support provided by the OU is academically focused, whereas in other HEIs, there was a much wider range of support provided. All HEIs consulted showed an emphasis on health and wellbeing, counselling support and other services. For example, University of St Andrews offers free fitness classes throughout the exam period.
There is a particular emphasis on mindfulness by all the HEIs consulted. In comparison, when consulting the OU’s help centre on wellbeing, it is very brief, as shown in Fig 4. When searching for counselling, the only results were about careers in counselling, once students had obtained their degree.

![Fig 4: Advice on wellbeing and mindfulness from the OU’s Help centre (The Open University, 2017b)](image)

Many of the HEIs provide a regular programme of 8-week courses on mindfulness and taster sessions, for example, the University of Glasgow runs a mindfulness based stress reduction course which teaches practical skills of noticing, mindful movement and meditation that can help with physical and psychological health problems, as well as, ongoing life challenges - it is not counselling or therapy. It is taught in an entirely secular way and has no religious context or content at all. It is designed to systematically develop mindfulness skills. The majority of courses provided by all the HEIs are free. One exception was Bangor University which charges £225.
The university of Nottingham runs workshops in mindfulness and being outdoors, building resilience, improving self-esteem, managing depression and low mood, managing perfectionism, managing procrastination, managing anxiety and stress. Another example of resources is shown at the University of York.

University of Wolverhampton (2017a) have a series of leaflets and provide links to free online self-help programmes.

HEIs host numerous events during Wellbeing Week. Here is an example from Sussex University.

Robert Gordon University (2017) have the building resilience campaign which includes a suite of videos about low mood, anxiety, reducing alcohol intake and motivation. While not specifically designed to reduce stress in the lead up to exams, they could help with this.

York St John provide their students with an online wellbeing zone which help students cope with exam stress through a variety of help. Students can set goals, track progress and follow a personal fitness programme. The wellness wheel enables students to assess themselves and set goals and win badges as they achieve milestones. Tools, support and information are provided to enhance wellbeing. Students are advised on personalised goals to reduce stress and make friends for motivation. All students have a dashboard and a log book. There is a video about the service here.

22. Online Counselling

All HEIs consulted provide counselling services, including online and email counselling for remote students (for example, online and email counselling at University of Wolverhampton viewed here (2017b). They also all provide a detailed programme of workshops throughout the academic year to support students in such subjects as managing anxiety and stress, managing procrastination, managing perfectionism, managing depression and low mood,
improving self-esteem, exploring mindfulness, building resilience and being outdoors (connecting with sensory awareness and using nature to support wellbeing).

23. Clinical Hypnotherapy

Most HEIs acknowledge the existence of exam and performance anxiety by providing advice on how to reduce levels of exam stress, however, usually this advice is fairly general in nature and often does not support students with very high exam and test anxiety. Frequently, students presenting with high or very high exam and performance anxiety are referred to cognitive behaviour therapy. In extreme cases, medical intervention is sought.

Recent research indicates that hypnotherapy might be a useful tool to alleviate and reduce examination anxiety and to increase mental wellbeing. Over its long history, hypnotherapy has been the subject of innumerable research studies, which lend clear support to its various therapeutic applications. For example, both the British Medical Association (BMA) and the leading UK authority on anxiety ‘Anxiety UK’ prescribe Clinical Hypnotherapy as an effective strategy for the treatment of stress and anxiety.

Effective Clinical Hypnotherapy offers a powerful and fast acting therapy on a group basis as well as one to one. The rapid effects of hypnotherapy could allow more students to access treatment when they need it most, ie before and during exam periods.

University of Kent have conducted a pilot project in which they offered students clinical hypnotherapy to overcome severe exam and performance anxiety. The results look very promising and they will be continuing with the service.

Here is a testimonial from a student who received 3 x 1 hour individual hypnotherapy sessions and was almost paralysed by anxiety:

_Hypnotherapy worked amazingly for me, it evoked the sense of security and relaxation, Betty [the hypnotherapist] was attentive and never made me feel rushed like other therapies I have received. Hypnotherapy helped me to open up and discuss issues I have never dealt with, and_
since it is a huge weight off of my back because somebody else knows. I would recommend the treatment to everyone because it has been brilliant, I also know if in the future I need help then I can receive it again! Whether people struggle from small exam stress to huge anxiety- I believe hypnotherapy can begin to help people with that. I can’t thank the university enough for putting me in touch with Betty, it has been an overall positive experience. Although exam stress was not something we covered in detail, I have been able to apply breathing techniques to help with the stress that comes with doing a test- in fact I got close to 70% on my last test because I believe in myself more; this is definitely down to the Hypnotherapy.

According to the American Test Anxiety Association, 16 - 20% of students show symptoms of high test and exam anxiety. High test and exam anxiety has been found to affect working memory, confuses reasoning, increases mistakes, and, in general, lowers test scores. Students with high anxiety perform around 12 percentile points below their low anxiety peers. Research has indicated that there are two components, which lead to test anxiety, namely an emotional one and a cognitive one, which interact with each other.

Encouraged by the positive outcome of the pilot project, the University of Kent have decided to implement clinical hypnotherapy in specific cases where students presented with mental wellbeing issues in meetings with the Rutherford College Master. The College Master will make an initial assessment to evaluate whether the student might benefit from an individual hypnotherapy treatment. If this assessment is positive, the student will be referred to a team of trained clinical hypnotherapists. Most of the issues referred centre around low self-esteem, general anxiety, low motivation and mild forms of post-traumatic stress. Students who present severe forms of mental health issues are referred to the medical centre and counselling service.

Students were again asked, how they experienced the treatment. Here are some comments from participants:

“I have noticed a remarkable difference after every session. It has given me a ‘tool kit’ to combat my anxiety which is tailored perfectly to me.”
“Without jinxing it, it has already changed my life. The daily suicidal thoughts that I believed were something I would have to deal with forever have gone - something that’s made me very emotional.”

“Suddenly I value myself as a human more than I ever did. I feel positive & I feel in control [of] my my life.”

“My suicidal thoughts are completely gone - I feel motivated and eager to finish my degree. I cannot wait to sit the exams and show what I have learnt.”

“I was always a successful hard worker and I came to university to achieve the best education possible however, the pressure of this seriously affected me mentally and physically. Three years of work were extremely difficult and, after reaching the second term of my final year, it finally became too much for me. Not only was I experiencing extreme anxiety and depression over my work and life situation, I was also considering possibly ending my life. Without the help of Rutherford College, my master and the clinical hypnotherapy programme I honestly don’t know if I would be here today. I have had a range of treatments including counselling but none of them worked as well as this one. The change in me is phenomenal and now I feel I can tackle anything positively and avoid the panic and anxiety I used to feel which restricted me daily. My overall health has gone up, grades have improved and above all my happiness here at university is now at 100%. This treatment definitely changed my life and has enabled me to achieve my full potential. I have no doubt I will become a very successful Kent alumni.”

24. Pets as Therapy

Glasgow Caledonian University are exploring the use of pets in management of exam stress eg ‘Hug a Pug’, ‘Puppy Rooms’. The use of pets for wellbeing is widely used in HEIs. Appendix C shows a poster of activities taking place during Wellbeing week at Oxford University.

At the University of Kent, the mental health UKC student society organises regularly ‘stress-busters with dogs’ events on campus. They collaborate with the local branch of ‘pets as therapy’. Feedback provided for this study showed that saying that this initiative is an overwhelming success would be an understatement. Students, staff and dogs were said to absolutely love the events.
There is strong research showing the benefits of dogs and other pets for students and potentially worthwhile, therefore, for The Open University to host workshops on the subject and have a section included in the help centre for pets to be utilised by students to reduce exam stress.

25. Institutional Inclusive Approach

A number of universities highlighted an emphasis on an institutional inclusive approach. At the University of Hull they have built into the curriculum, study skills to address the needs of all learners, but aiming it to be particularly beneficial for learners who have specific learning difficulties, such as SpLD. There is a session on exam techniques and revision techniques built into courses and teaching using mind mapping and text to speech software.

Ahead Ireland (2017) https://www.ahead.ie do a lot of universal design for learning. They are very focused on inclusion and provide resources, articles and signpost a lot. They recently held a conference (March 2017) focused on inclusion available online at: https://www.ahead.ie/conference2017

Dr John Conway from the Royal Agricultural University is moving the establishment to take a more inclusive approach.

The Learning Scientists (2017a) available online at: www.learningscientists.org provide resources to support students. They are also on Twitter @acethattest. Their website provides a lot of references and lines of enquiry to follow, and they are very approachable and happy to chat and answer questions on Twitter too.

Some Examples from The Learning Scientists:

- Six strategies for effective learning bookmarks available online at: https://static1.squarespace.com/static/56acc1138a65e2a286012c54/t/57d83ac53e
26. After Graduation

University of Technology Sydney have produced a useful website called Assessment Futures for designing learning and assessment that will support students in the challenges that face them after they have graduated. There are examples provided for subject areas and a wide range of resources and checklists available online at:


The University of Worcester hold workshops for students called “Life After Uni”, which provides an opportunity for students to meet in a small group with a trained Counsellor and discuss some of the challenges as they prepare to leave University. These could include anxiety about the future, as well as, doubts about what they have achieved, and adjusting to life after their degree.

The University of Worcester also provides a package of information and workshop materials addressing skills for Higher Education, to assist new students to the university in building confidence and success, available online at:

http://www.worc.ac.uk/movingon/Moving%20On.pdf
27. Conclusion and recommendations

This report has presented a detailed set of findings from consulting with 45% (a total of 48) of the universities in the UK, plus an additional five institutions outside of the UK, about best practice support for students in preparing for examination. A number of areas have been discussed and many practical ways to explore for making improvements to support students in assessment and examination.

In conclusion, the report makes the following 23 recommendations for action:

Recommendation 1. Choice of Assessment Format (see section 4 for more detail): Introduce greater diversity in the mechanisms and forms of examination. Enable students to present in a range of formats for their skills and knowledge to be assessed.

Recommendation 2. Examination Familiarisation (see section 5 for more detail): Produce support on Student home for students to be familiar with the examination process, including the stages before, during and after an examination. Consider producing video, as well as, text pages and explore other support mechanisms, such as those provided by other HEIs. For example, short courses, drop-in sessions and 1-to-1 consultations.

Recommendation 3. Video Tutorials (see section 6 for more detail): Produce video demonstrations which include step by step screen and mouse clicks, on how to use key areas of Student home, including how to submit an assignment, how to carry out a library search, areas of the help centre and Being Digital to encourage wider use etc.

Recommendation 4. 24/7 Support (see section 7 for more detail): Consider the idea of having an 'out of hours' service since so many of our students do seem to work at night. The implementation of a 24/7 support service could be achieved through collaboration with another Open University or HEI in a different time zone.
Recommendation 5. Clearer Assessment Criteria (see section 8 for more detail): Provide clear outline to the student on the Associate Lecturer’s remit and how they are instructed to mark assessments within the introductory study guide and how the assessment criteria works and is linked to learning outcomes (in addition to providing the student version of the marking rubrics).

Recommendation 6. Incorporate Resources from Student home and the Library (see section 9 for more detail): Make better use to incorporate and embed study skills resources and library resources. Add to Student home recommended books with links to the ebooks within the library (see Fig 1). Consider a clickable diagram to direct students to help centre resources which map against wellbeing, employability, examination, study skills (see Fig 2).

Recommendation 7. Academic Skills and Examination Workshops (see section 10 for more detail): Offer a regular programme of workshops for skills development and support for examination, for example: making the most of lectures, note-taking, avoiding plagiarism, successful group-working, reading and researching.

Host a series of activities, events and tutorials for revision week to support students in make the most of blocked weeks for revision.

Recommendation 8. Supporting Associate Lecturers (see section 11 for more detail): Offer a regular programme of staff development for ALs and utilise ALs themselves for the production of a regular skills fair online (similar to what was presented at the recent OU online conference held on the 25th March 2017) and the “By ALs for ALs online events programme”.

Consider the introduction of better tailored support information for ALs, such as recommended links and resources, as a result of student profile reviews.

Consider the implementation of an assessment toolkit which provides support and guidance for curriculum teams, ALs and students (see University of Glasgow, 2017).
Consider better utilisation of functionality in moodle for ALs to have visibility of student progress, for example, how much the student has read the study material.

Consider the implementation of a wordpress blog for ALs to contribute best practice, as seen at Take 5, 2017.

See also recommendation 9 for ALs.

**Recommendation 9. E-Portfolios and Continuous Professional Development Plans (see section 12 for more detail):** The use of e-portfolios is widely used and the introduction of portfolios for all students, at The Open University should be explored, for example, using Mahara (see appendix B). This would support the development of employability skills and a portfolio of evidence for students to use at interviews. Alongside portfolios, students should also be supported in a continuous professional development plan that evolves throughout their OU journey. This recommendation is also applicable for ALs.

**Recommendation 10. Revision Distribution (see section 13 for more detail):** Students should have their revision fairly distributed throughout the course calendar, rather than clustering at the end. Many HEIs start revision from week 1 through the use of interactive quizzes. Time allocated for revision should be used to support students through resources, videos, topic summaries, revision advice, mind mapping and so on, rather than leaving as blank weeks in the study calendar.

Consider the introduction of simple web tools for interactive quizzes, such as Socrative and polling or utilising moodle functionality for polls and iCMAs.

**Recommendation 11. Writing Skills Support (see section 14 for more detail):** Explore opportunities for students to develop their writing skills through workshops and courses. Utilising ALs who are authors and teaching on the creative writing suite of courses as an option to recruit writers in residence.
**Recommendation 12. Social Networking (see section 15 for more detail):** Utilise social networking and blogging to extend the reach of information and support for study and examination. Many HEIs utilise the Wordpress platform to set up blogs and websites outside of the institutional website, but with a similar name / domain to provide information quickly to students.

Consider a wide range of media to provide support: HEIs provide a wide range of access for students to gain support remotely, without being on campus, for example, online helpdesks, online instant chat, google hangouts, set times for online skills support and writing development, e-support through email, in addition to other topics covered within this report, for example, 24/7 support (see section 7) and student mentors (see section 19) and online and email counselling (see section 22).

**Recommendation 13. Examination and EMA Feedback (see section 16 for more detail):** Examination and EMA feedback should be issued and in time for students to act on it for their next course. One reason why students often find examinations difficult, is because they do not receive feedback.

**Recommendation 14. Sample papers and EMA Non-Model Answers (see section 17 for more detail):** Provide free exam papers for students that are easily downloadable, so that any paper from any course can be accessed by students at any time. In addition to exam papers, students submitting an EMA should be supported by being provided with non-model answers, which are far more beneficial to students than a model answer.

**Recommendation 15. Formative assessment and feedback (see section 18 for more detail):** More opportunities for formative assessment and feedback should be explored which would facilitate learning without students having to be concerned about marks and the opportunity for collaborative working with their peers.

Consider the use of small examinations sparingly, and enabling students to do real-world tasks or simulations of them, to learn, as well as, for assessment. Weekly automated quizzes can help students with basic knowledge, answer and discuss questions with other students. This
is designed to build their skills and have them collect the information needed for the major tasks. Weekly work can contribute to the student's final result, so that everything does not depend on one big final assessment, which is much less stressful for students.

**Recommendation 16. Student Mentoring (see section 19 for more detail):** Introduce students to student mentoring service.

Explore options for students to be paired with employers in their local area and recruit students into part-time job roles or provide career development roles that would contribute to their CV, such as, student mentor, advising on improvement panels.

Consider gaining accreditation status from the Mentoring and Befriending Foundation.

**Recommendation 17. Self-reflection and peer learning (see section 20 for more detail):** There should be opportunities embedded into all courses for peer-to-peer learning and self-reflection exercises.

Consider using the MASUS framework (The University of Sydney, 2007) as a tool for students to self-assess the academic writing development. See here.

**Recommendation 18. Holistic Support (see section 21 for more detail):** Provide holistic support for students, throughout their Open University learning journey, including health, wellness, learning and employability, skills and knowledge support. Health is the very foundation of life.

Support students in mindfulness and wellbeing through courses, website support, resources and assessments.

Consider an online wellness wheel as part of a programme and assessment, similar to that provided by York St John.

Consider the possibility of teaming up with leading gyms to provide free sessions for OU students during examination periods.
Recommendation 19. Online Counselling (see section 22 for more detail): Provide a counselling service for students, including individual counselling, workshops, group counselling, self-help leaflets and online courses, as well as, real time online counselling through web chat, Skype or video conferencing.

Recommendation 20. Clinical Hypnotherapy (see section 23 for more detail): Explore the possibility of collaborating with the University of Kent (or others) in their research in providing clinical hypnotherapy for students, which has had remarkable results.

Recommendation 21. Pets as therapy (see section 24 for more detail): Introduce online courses and advice on using pets as therapy and highlight to students the research and benefits found in reducing examination stress.

Recommendation 22. Inclusive Approach (see section 25 for more detail): Continue to build an inclusive approach into the curriculum. Removing barriers for 10%, improves access for 100% of students.

Recommendation 23. After Graduation (see section 26 for more detail): Support students for after graduation through a wide range of mechanisms – employability skills, courses and advice, PDP, portfolio, opportunities for roles whilst at The Open University, for example, being a student mentor or working part time.

Support students prior to join The Open University with resources to support them from the start in studying effectively.
28. References


Appendix A: Universities consulted in this study

The following table provides a list of institutions consulted during this study:

<table>
<thead>
<tr>
<th>University of Aberdeen</th>
<th>Leeds Metropolitan University</th>
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<tbody>
<tr>
<td>Australian National University</td>
<td>University of Leicester</td>
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<td>Bangor University</td>
<td>London Metropolitan University</td>
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<td>London South Bank University</td>
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<td>Manchester Metropolitan University</td>
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<td>Birmingham City University</td>
<td>New College Durham</td>
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<td>Bishop Grosseteste University</td>
<td>University of Northampton</td>
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<td>University of Bolton</td>
<td>The Open University</td>
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<td>University of Bristol</td>
<td>Oxford University</td>
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<td>Cardiff University</td>
<td>Plymouth University</td>
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<td>Robert Gordon University</td>
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<td>University of Chester</td>
<td>Royal Agricultural University</td>
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<td>University College Dublin</td>
<td>University of Southampton</td>
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<td>University of East London</td>
<td>Southampton Solent University</td>
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<td>Edinburgh Napier University</td>
<td>Staffordshire University</td>
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<td>University of Glasgow</td>
<td>University of Strathclyde</td>
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<td>Glasgow Caledonian University</td>
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<td>University of Greenwich</td>
<td>University of Technology Sydney</td>
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<td>Hong Kong University</td>
<td>University of the West of Scotland</td>
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<td>University of Wolverhampton</td>
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<td>National University of Ireland Galway</td>
<td>University of Worcester</td>
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<td>University of Kent</td>
<td>University of York</td>
</tr>
<tr>
<td></td>
<td>York St John University</td>
</tr>
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</table>
### Appendix B: Portfolios

The portfolios being used by the HEIs consulted in this project are listed below:

Jisc Guide on portfolios: [https://www.jisc.ac.uk/guides/getting-started-with-e-portfolios](https://www.jisc.ac.uk/guides/getting-started-with-e-portfolios)

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Website Link</th>
<th>Additional Information</th>
</tr>
</thead>
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<tr>
<td>Calibrand</td>
<td><a href="http://www.calibrand.com">http://www.calibrand.com</a></td>
<td>Paid for service</td>
</tr>
<tr>
<td>City and Guilds Learning Assistant</td>
<td><a href="http://www.cityandguilds.com/what-we-offer/centres/improving-teaching-learning/learning-assistant">http://www.cityandguilds.com/what-we-offer/centres/improving-teaching-learning/learning-assistant</a></td>
<td>Paid for along with C&amp;G qualifications (might be appropriate for the OU apprenticeships)</td>
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</tr>
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<td>Mahara</td>
<td><a href="https://mahara.org">https://mahara.org</a></td>
<td>Free download but set up costs or hosting available. Used across centres alongside MOODLE virtual learning environment</td>
</tr>
<tr>
<td>Onefile</td>
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<td>Paid for service or download</td>
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<tr>
<td>Using Google Apps as Eportfolio</td>
<td><a href="https://sites.google.com/site/eportfolioapps">https://sites.google.com/site/eportfolioapps</a></td>
<td>Free but needs adoption of Google apps to be effective. The portfolio element is less structured and designed locally but gaining adoption in institutions using google apps.</td>
</tr>
</tbody>
</table>
Appendix C: Example of Wellbeing Week Activities

OXFORD 2017
UNIVERSITY MENTAL HEALTH + WELLBEING DAY

Get active for your mental health this Thursday
02.03.2017

Morning
9am - 10am | Walk with a puppy | Uni Parks (all gates)

Afternoon
12pm - 1pm | Walk with a puppy | Uni Parks (all gates)
12:45pm - 1:15pm | Dan Holloway Talk | Said Business School
1:15pm - 2:30pm | Garden Tour | Oxford Botanic Garden
2:30pm - 3pm | Archery Session | Iffley Road Sports Centre
3pm - 6pm | Whiteboard Photography | RadCam
6pm - 7pm | Tai Chi | Uni Parks
7pm | SAS Pop Up | Philosophy and Theology

Evening
4pm - 5pm | Walk with a puppy | Uni Parks (all gates)
5pm - 6pm | OUSC Art for the Heart | OUSU
7pm - 7:30pm | Jericho Comedy | Jericho Cafe

#mywellbeing
#UniMentalHealthDay

Also check out
01.03.2017
5pm - 7:30pm KDS Karaoke
6:45pm - 8pm Tradition of The Iffley Road
Sports Centre

+ All day we want you to let us know what you do for your wellbeing. Tag us

Facebook: @ousunews | Twitter: @ousunews | Instagram: @ousunews | Snapchat: @ousuvideo

ousu.org

OU SU Oxford University Students' Union

Mind Your Head
Student Minds
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