Activities inside and outside the curriculum that build skills, networks and communities	Increasing student participation via use of incentives Student curriculum groups More exposure of opportunities within the curriculum that help build skills, networks, and communities
A clear pathway towards graduate outcomes	Micro-Credentials Integrations Engagement

Recommendations §in detail

1. Support for students before they reach university

- Summer Micro-Credentials

To create a series of 'micro-credential' programmes- to allow prospective & incoming students to build up their understanding of the expected knowledge, identify gaps in said knowledge and potentially allow academic staff to establish a baseline of academic knowledge of a cohort. To pilot in two schools from the two colleges over the next four years. With a decision on efficacy taken after four years of trials, to allow for two cohorts to graduate and assess impact on academic performance. Suggestion for Micro-Credentials on:

a) Employability, extra-curricular & orientation micro-credentials. These may consist of courses in effective note taking, shorthand, ICT Skills, interview skills.
b) Orientation Micro-Credentials for international students to allow them to improve their English Language Skills, help them understand University Policies or generally adjus Pion

- Open/Offer-Holder Day Structure

To provide further information, in the form of a booklet for each course/school containing further information regarding course structure, nature and assessments etc. These would ideally be a physical document with an online version available. A booklet of this form would then be handed out by student ambassadors on open days. Booklets should contain relevant information, that is up to date for the time of the Open Days Cycle, this could also be extended with a 2nd booklet provided on Offer- Holder Days that details extra information, such as an expected cohort size, further detail on teaching styles (based on information available at the time of the Offer Holder Days), module content and assessment methods. Links to a social media Pages for Offer Holders of the specific Course or School, to allow offer holders to start socialising and build rapport with their peers could be included. Booklets should not act in place of Flyers or Brochures about the course but would be a simplified form of the Course Handbooks already issued by some courses. The two booklets, the Open Day & Offer-Holder Day Booklets, should be complementary to each other. Further, student ambassadors should be provided with a copy of the booklets in advanced for comment and to allow them to familiarise themselves with them before open/offer-holder days.
Student Ambassadors when working on Open/Offer-Holder Days should, along with a schedule and basic course information, be provided with materials relating to changes that have been made to the course for the upcoming academic year, as to allow them to provide as accurate information as possible about the course and the entailments thereof.

2. An induction into university life for each year of study

- Creating Opportunities for Inter-Year Conversations

To provide an opportunity within welcome week for students to meet and informally chat with students about their own experiences and build potential relationships wherein students have another way to ask questions. This could be through a coffee morning with tutor groups - accessible for the larger courses, as well as for the smaller courses.

- Providing a Wider Range of Signposting during Welcome Week

Ensure that resources provided over welcome week are accessible all year round, such that a student is able to appropriately access the resource they need easily, which should help to reduce some stress. This would work alongside recommendation 1 by continuously providing different avenues for the students to receive help, to improve the independence, without decreasing the confidence or increasing the stress of the student.
The recommendation is for schools to use other forms of communication for this Signposting. Whilst students do use their emails, the amount received mean it can get easily missed and PowerPoint's are not the most engaging form, particularly in welcome week when they may see a lot of them. Suggestion of a campus/department tour within tutor groups, which would not only provide a more personalised approach, it would also allow for students to ask more

Students to complete a project within their first welcome week of a scavenger hunt, which would help them orientate themselves around the university and provide them with necessary knowledge about what is available. This would help new students orientate themselves whilst meeting new people as it is a group project. This concept could be built upon in order to include all year groups, such that the groups need to be comprised of a range of years. This would still provide the same opportunities for first years, while also creating another path to meeting students in different year groups, as well as given students in later years a 'refresh' on what services are available.

3. Support for mental health and wellbeing

- Mental Health self-certification for extensions

To reinstate self-certification for extensions in the 2023/24 academic year, similar to the pilot scheme that ran previously. This would support students in need of additional time due to mental health conditions and concerns, creating accommodations when necessary.

- Communication channels

Channels of communication need to be developed when advertising services or supporting students who have reached out for help. Registered disabled students and students with pre-existing mental health and wellbeing issues need to be made aware of the services available to them as they start their university experience in their first year of study.
Create digital documents to send out to students before or during welcome week in first year to let students know. After this we will also send this information to students a few times a term as a reminder of services.

- Information on Wellbeing support in Welcome Week

All new students in Welcome Week need to be educated in the support offered by the Wellbeing Centre and how to contact them. This information needs to be emailed out to students two or three times a term and to be inË dents two or

Create digital resources to be emailed out to students at the start of next year. We will have weekly check-in meetings so that we can place all of the information needed into these documents. A weekly meeting would also help us to be able to keep on track to meeting our deadline for the start of the next academic year. The booklet can be distributed around campus at the start of next academic year as we will already have the information needed we just need to put it all into a booklet format.

d) Create an app that University staff will create

The App can invite students to work alongside staff. This app is going to be made uniquely for our university instead of buying an app and trying to make the format work out for what our university needs. This app is going to be a pin board for everything that a student is going to need while studying at university. It will include services such as:

-Timetable
-Library Search
-Emails
-Announcements
-Mental Health and Wellbeing Information -Drop-In Session Appointments -Counselling
-On Site Doctors Information
-Modules/ Module Information -Assessments
-Grades
-Library Support
-SU and much more

This app will be the only place that a student will ever need to look to find what they are searching for. This will be a less overwhelming way for students to get information and find what they are all looking for in one place. As stated in the focus group "When the university releases an App, the idea for Wellbeing services to be included into this was well met as emails are often ignored" showing that students would find it very useful to have all this information in one location.

This recommendation might take the longest to implement as we need to create the app before we can start to add all the information needed on it and roll it out. There should be monthly check-in points for this recommendation to see how the process is coming along to get a reasonable achievable deadline. This is so we can work closely to make sure that everything is achievable and added to the app alongside having all the university's input to create something everyone is happy with.

4.

recommended to explore its integration into relevant modules across departments. This can be measured through the following actions:

Develop a pilot program in selected modules to implement the flipped classroom approach.

Monitor student engagement and participation levels in these modules.
Gather feedback from students regarding their experience and perception of the flipped classroom approach compared to traditional teaching methods.
Assess the impact on student learning outcomes through comparative evaluations of student performance and achievements

Enhance Awareness and Utilization of Teaching Methods: To ensure students are well-informed about the available teaching methods and their benefits, it is recommended to improve communication and resources regarding teaching approaches. This can be measured through the following approaches:

• Develop comprehensive handbooks or online guides for students that provide detailed information about each teaching method employed in their respective departments.

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Enhance Information Provision to improve the clarity and depth of information provided to prospective students during the decision-making process, particularly regarding teaching methods, expectations and make learning curve a bit easier. This is particularly important for international students, registered disabled students, and students in their earlier academic years. To measure this:

Track the conversion rates of prospective students who have access to comprehensive information during the decision-making process compared to those who do not, to evaluate the impact on enrolment.

- Level of preparedness for Teaching methods and how it aids learning experience

Develop Practical Application Opportunities: To address the desire for more practical sessions, The university of Lincoln should focus on integrating hands- on experiences and real-world applications into learning experience. This can include incorporating case studies, simulations, or collaborative projects. To measure this:

We want to integrate careers and employability further into lesson time. We want courses and modules to take career readiness more seriously and better prepare their students for the future. Offering days where students take part in workshop style lessons or have days out to explore their industry with real life examples and more careers fairs. Most importantly we