



# ACCELERATE, ADVANCE & GAIN

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# 1 Introduction

Over the last two decades the UK government has sought to increase and widen participation to Higher Education (HE) to include learners from low participation groups - groups that have been traditionally underrepresented - whilst at the same time maintaining or improving student retention.

However, there is a tension between these policy objectives, since students from low participation groups tend to be less likely to complete their course. Recent research reveals differential rates of participation, retention and attainment rates for students from diverse backgrounds. These differences it is argued can be explained by individual characteristics as well as practices within institutions. (Boliver 2014; HEFCE, 2014, ECU, 2008 and HEA, 2011).

The provision of specialist support in literacy and in particular numeracy or mathematics is essential, particularly for underrepresented and underserved groups, not only to ensure fair access to higher education but also retention and success in higher education. Students increasingly need quantitative skills not only on undergraduate courses but in order to progress to postgraduate study and secure graduate employment.

The need for mathematics support in particular has been recognised by a number of recent reports:

*"Many students require some additional academic support, especially in the mathematical skills required in science, mathematics, engineering and technology."*

National Audit Office (2007)

*"We estimate that of those entering HE in any year, some 330,000 would benefit from recent experience of studying some mathematics (including statistics) at a level beyond GCSE, but fewer than 125,000 have done so."*

ACME (2011:1)

*"In 2006, the Royal Society argued that the gap between the mathematical skills of students when they entered HE and the mathematical skills needed for STEM first degrees was a problem which had become acute. ... The evidence we received suggested that the problem remains."*

House of Lords Select Committee on Science and Technology (2012:15, para 25).

Students' under preparedness for study at HE level may be evidenced by lack of a level 2 qualification in maths and or English as well as low tariff scores at level 3. Applicants who apply late to university in the UCAS application cycle may also be unprepared. Given that such students may be less likely to complete their studies UEL recognised that designing a suite of programmes and activities to meet the needs of learners who submitted an application late in the cycle (Accelerate); were accepted with a low UCAS tariff score (Advance) and do not currently have level 2 qualification in maths and or English (GAIN) would contribute to students' belonging, believing and achieving.

## 2 Background and outline of report

This report provides a commentary on those undergraduates who were designated in one of three “at risk” groups: Accelerate, Advance and Gain. In this section we provide a brief description of each of the “programmes”. In section 3 we provide a brief commentary on Accelerate, Advance and Gain students by a range of background characteristics including: gender, ethnicity, age on entry and academic school of study. In section 4 we summarise the new academic framework and regulations; and the progression options for learners based on the 90 credit rule and the following section report on the attainment of at risk students.

### 2.1 Accelerate Programme

Accelerate was not a programme, but a half day event, albeit one with a programme of activities which were repeated in four sessions over two days. The event was held at University Square Stratford (USS) from 16 – 17 September 2014. A copy of the Accelerate programme is reproduced as Appendix 1.

The purpose of the event was to provide students who applied late in the application cycle with an overview of UEL facilities and services to support student success. The event was a mixture of formal presentations combined with an opportunity to meet with an advisor for a short one-to-one session as well as browse and obtain information on the range of student support services.

As the responses to the Accelerate survey indicate the event was generally well received by learners, although the main concern was the waiting time to see an advisor. Most of the respondents were also complementary about the scope and scale of support services offered to learners. Where there were concerns these related to timeliness of feedback on assignments; timeliness of responses to e-mails from support service staff and tutors; as well as some minor concerns about the service level at the Hubs.

### 2.2 Advance Programme

There were no events organised specifically for Advance students. The two elements of the programme were a paper based self-completion questionnaire: *Advance at UEL* which students were expected to complete prior to meeting with one of the Learning Achievement Advisors (LAAs) for their academic school.

### 2.3 Gain Programme

The Gain programme is still in development at the time of writing is jointly managed by colleagues in Education and Community Partnerships (ECP), specifically the Information, Advice & Guidance (IAG) and Careers and Student Employability (CaSE). Initially the aim of the programme was to support students to gain a level 2 qualification in maths and or English. Having explored a number of options ranging from level 2 equivalence and GCSE courses the focus of the programme is now on signposting students to appropriate external provision and providing numeracy and literacy support to meet learners’ needs through Skillzone

## 3 Accelerate, Advance and Gain students

In this section we provide a commentary on Accelerate, Advance and Gain students by a range of background characteristics including: gender, ethnicity, age on entry and academic school of study.

We also note for information that during the course of the year the initial classification of a number of students was changed.

### 3.1 Reclassification of Accelerate, Advance and Gain students

The reclassification of students previously categorised Accelerate and Advance and Gain is set out in the table below. A definition of each of the categories is provided in Appendix 1. Students can be classified in either a single or a combination of categories.

<b>Initial classification</b>	<b>No. students</b>	<b>Current classification</b>	<b>No. students</b>
Advance (A2)	129	Advance (A2)	129

<b>Initial classification</b>	<b>No. students</b>	<b>Current classification</b>	<b>No. students</b>
Advance/GAIN (A2L2)	64	Not "at risk"	1
		Advance (A2)	31
		Advance/GAIN (A2L2)	31
		Advance (B2)	1

<b>Initial classification</b>	<b>No. students</b>	<b>Current classification</b>	<b>No. students</b>
Advance (B2)	85	Not "at risk"	2
		Advance (B2)	83

<b>Initial classification</b>	<b>No. students</b>	<b>Current classification</b>	<b>No. students</b>
Advance/GAIN (B2L2)	48	Not "at risk"	4
		Advance (B2)	19
		Advance/GAIN (B2L2)	25

<b>Initial classification</b>	<b>No. students</b>	<b>Current classification</b>	<b>No. students</b>
Accelerate (NU)	271	Accelerate (NU)	271

<b>Initial classification</b>	<b>No. students</b>	<b>Current classification</b>	<b>No. students</b>
Accelerate/Advance (NUA2)	19	Accelerate/Advance (NUA2)	19

<b>Initial classification</b>	<b>No. students</b>	<b>Current classification</b>	<b>No. students</b>
Accelerate/Advance (NUB2)	16	Accelerate/Advance (NUA2)	1
		Accelerate/Advance (NUB2)	14
		Accelerate/Advance /GAIN (NUL2A2)	1

<b>Initial classification</b>	<b>No. students</b>	<b>Current classification</b>	<b>No. students</b>
Accelerate/GAIN (NUL2)	130	Not "at risk"	1
		Accelerate (NU)	7
		Accelerate/GAIN (NUL2)	121
		GAIN (URL2)	1

<b>Initial classification</b>	<b>No. students</b>	<b>Current classification</b>	<b>No. students</b>
NUL2A2	3	Accelerate/Advance /GAIN (NUL2A2)	3

<b>Initial classification</b>	<b>No. students</b>	<b>Current classification</b>	<b>No. students</b>
GAIN (URL2)	408	Not "at risk"	181
		Advance (A2)	1
		Advance/GAIN (A2L2)	2
		Advance (B2)	2
		Accelerate/GAIN (NUL2)	1
		GAIN (URL2)	221

<b>Initial "at risk" classification</b>	<b>No. students</b>	<b>Current "at risk" classification</b>	<b>No. students</b>
Not "at risk" (Not previously identified as "at risk")		Advance (A2)	1
		Advance/GAIN (A2L2)	3
		Advance (B2)	1
		Accelerate (NU)	1
		GAIN (URL2)	7

Table 1: Reclassification of Accelerate, Advance and Gain students.

At present we are unable to comment with any certainty as to why students' initial categorisation was subsequently changed. However the subsequent reclassification does have implications for design and delivery of provision as well as the participation of students. The following tables illustrate student risk categories by gender, ethnicity, age on entry and school of study. We have aggregated the at risk categories as follows: Gain students ( ) other at risk students ( ).

### 3.2 Gender

The table below illustrates student risk categories by gender.

Risk category		Gender		Total
		Female	Male	
Not at Risk	Count	1478	877	2355
	%	62.8%	37.2%	100.0%
Other at Risk	Count	490	265	755
	%	64.9%	35.1%	100.0%
Gain Students	Count	326	235	561
	%	58.1%	41.9%	100.0%
Total	Count	2294	1377	3671
	%	62.5%	37.5%	100.0%

Table 2: Student risk category by gender

### 3.3 Ethnicity

The ethnicity of students by risk category is illustrated by the table below. Whilst there is a smaller percentage of white students in the at risk categories there is a larger percentage of black students in at risk categories, particularly Gain.

Risk category		Ethnicity						Total
		Other	Asian	Black	Mixed	White	No data	
Not at Risk	Count	103	543	732	162	780	35	2355
	%	4.4%	23.1%	31.1%	6.9%	33.1%	1.5%	100.0%
Other at Risk	Count	26	151	296	65	212	5	755
	%	3.4%	20.0%	39.2%	8.6%	28.1%	.7%	100.0%
Gain Students	Count	39	104	278	37	101	2	561
	%	7.0%	18.5%	49.6%	6.6%	18.0%	.4%	100.0%
Total	Count	168	798	1306	264	1093	42	3671
	%	4.6%	21.7%	35.6%	7.2%	29.8%	1.1%	100.0%

Table 3: Student risk category by ethnicity

### 3.4 Age on entry

The risk category of students by age on entry is illustrated by the table below. At risk students, particularly Gain students are in the older age groups compared with students not at risk.

Risk category		Age Groups				Total
		18-20	21-29	25-29	30+	
Not at Risk	Count	1221	588	197	349	2355
	%	51.8%	25.0%	8.4%	14.8%	100.0%
Other at Risk	Count	345	179	74	157	755
	%	45.7%	23.7%	9.8%	20.8%	100.0%
Gain Students	Count	227	170	54	110	561
	%	40.5%	30.3%	9.6%	19.6%	100.0%
Total	Count	1793	937	325	616	3671
	%	48.8%	25.5%	8.9%	16.8%	100.0%

Table 4: Student risk category by age on entry

### 3.5 School of Study

The table below illustrates students at risk category by academic school of study

The School of Business & Law had the highest number of Gain students (148) and other students categorised as at risk (199). Overall 47.7% of the school's students were categorised as potentially at risk.

Risk category		School							Total
		ACE	ADI	CASS	HSB	Business & Law	Social Sciences	Psychology	
Not at Risk	Count	247	515	367	505	384	120	217	2355
	% within School	64.2%	70.8%	64.8%	69.1%	52.5%	56.3%	68.2%	64.2%
Other at Risk	Count	69	135	138	99	199	60	55	755
	% within School	17.9%	18.6%	24.4%	13.5%	27.2%	28.2%	17.3%	20.6%
Gain Students	Count	69	77	61	127	148	33	46	561
	% within School	17.9%	10.6%	10.8%	17.4%	20.2%	15.5%	14.5%	15.3%
Total	Count	385	727	566	731	731	213	318	3671
	% within School	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 5: Student risk category by academic school of study

## 4 Student attainment and progression

In this section we provide a brief summary of the new academic framework and regulations; and the progression options for learners based on the 90 credit rule.

### 4.1 Academic Framework and Academic Regulations

From September 2014 UEL implemented a new Academic Framework and Academic Regulations for all undergraduate programmes. The new framework and regulations have been designed to support student success at UEL as well improve the teaching and learning experience.

The key academic regulations are summarised below:

- Modules are available as multiples of 30 credits – so can be 15, 30, 45 or 60 credits only.
- Students should aim to pass all their modules each year but as a minimum will require 90 credits at each level to progress. Progression Boards/Schools will need to decide what options are open to students who do not achieve this.
- Students with fewer than 90 credits may be required to retake their whole year but can only do this once during the course of their degree
- Resit modules are capped for failed components, but pass marks from the previous attempt are carried forward
- Failure of a component will mean the component is capped but not the module
- Late submission will be permitted, with a penalty of 5% of the available marks, but only for a maximum of 24 hours, after which a mark of zero will be awarded
- The skills curriculum will be represented by embedded learning outcomes within programmes. All learning outcomes must all be included, although they can sit across one or more modules, and the exact wording can be altered as long as the skills and knowledge are delivered.
- Assessment boards (Subject Area Progression Boards and Subject Area Award Boards) will focus on students and their progression as well as on modules
- New time limits in which a student must complete his/her degree have been introduced. These are related to, but separate from, available funding packages.

(Source: <https://www.uel.ac.uk/secure/staff/framework/>)

## 4.2 Progression options

At the end of each academic year, based on the 90 point progression rule, students will have a number of progression options based on the number of credits achieved. For first year undergraduate students the progression options are set out in the table below.

Student Credits	Option One	Option Two	Option Three
<i>Level 4</i>			
0	Leave the University	Retake Level 4 (if serious extenuation affecting whole year and approved via Extenuation panel)	
15	Leave the University	Retake Level 4 (if serious extenuation affecting whole year and approved via Extenuation panel)	
30	Leave the University	Retake Level 4 (if serious extenuation affecting whole year and approved via Extenuation panel)	
45	Leave the University	Retake Level 4 (if serious extenuation affecting whole year and approved via Extenuation panel)	
60	Retake Level 4	Go part time	Leave the University
75	Retake Level 5	Go part time	Leave the University
90	Progress to Level 5 and retake Level 4 module alongside (if more than one assessment component not passed)	Progress to Level 5 and retake assessment component (if only one missing)	Go part time
105	Progress to Level 5 and retake Level 4 module alongside (if more than one assessment component not passed)	Progress to Level 5 and retake assessment component (if only one missing)	Go part time
120	Move onto level 5 from September 2015.		

Table 6: Possible progression options using 90 point progression rule

(Source: <http://www.uel.ac.uk/qa/validation-processes/>)



## 5 Attainment and progression of Accelerate, Advance and Gain students

In this section we report on student attainment (after 2<sup>nd</sup> attempt) by risk category.

The table below illustrates the attainment of students (credit range) by risk category.

Risk category		Credit Range				Total
		0-59	60-89	90-119	120	
Not at Risk	Count	438	87	164	1666	2355
	%	18.6%	3.7%	7.0%	70.7%	100.0%
Other at Risk	Count	149	28	64	514	755
	%	19.7%	3.7%	8.5%	68.1%	100.0%
Gain Students	Count	158	28	69	306	561
	%	28.2%	5.0%	12.3%	54.5%	100.0%
Total	Count	745	143	297	2486	3671
	%	20.3%	3.9%	8.1%	67.7%	100.0%

Table 7: Student attainment by risk category

Gain students were less likely than other students (including Accelerate and Advance) to achieve sufficient credits (120) to enable progression directly to level 5; and more likely to attain less than 60 credits, thereby limiting their options for progression.

Risk category		Attainment		Total
		Below 90 Credits	Above 90 Credits	
Not at Risk	Count	525	1830	2355
	%	22.3%	77.7%	100.0%
Advance	Count	59	283	342
	%	17.3%	82.7%	100.0%
Advance Gain	Count	36	51	87
	%	41.4%	58.6%	100.0%
Gain	Count	85	208	293
	%	29.0%	71.0%	100.0%
Accelerate	Count	102	262	364
	%	28.0%	72.0%	100.0%
Accelerate Advance	Count	16	33	49
	%	32.7%	67.3%	100.0%
Accelerate Gain	Count	65	112	177
	%	36.7%	63.3%	100.0%
Accelerate Advance Gain	Count	0	4	4
	%	0.0%	100.0%	100.0%
Total	Count	888	2783	3671
	%	24.2%	75.8%	100.0%

Table 8: Student attainment by risk category

However, as the table above illustrates when looking at the attainment data for each at risk category, students in more than one risk category e.g. Advance Gain have lower attainment than students in a single at risk category.

## 5.1 Attainment of GAIN students by gender

The table below illustrates student attainment by risk category and gender.

Gender	Credit range		Risk Category			Total
			Not at Risk	Other at Risk	Gain Students	
Female	0-59	Count	244	85	82	411
		%	59.4%	20.7%	20.0%	100.0%
	60-89	Count	50	18	13	81
		%	61.7%	22.2%	16.0%	100.0%
	90-119	Count	91	44	33	168
		%	54.2%	26.2%	19.6%	100.0%
	120	Count	1093	343	198	1634
		%	66.9%	21.0%	12.1%	100.0%
Male	0-59	Count	194	64	76	334
		%	58.1%	19.2%	22.8%	100.0%
	60-89	Count	37	10	15	62
		%	59.7%	16.1%	24.2%	100.0%
	90-119	Count	73	20	36	129
		%	56.6%	15.5%	27.9%	100.0%
	120	Count	573	171	108	852
		%	67.3%	20.1%	12.7%	100.0%

Table 9: Accelerate, Advance and Gain attainment compared with all other students by gender

## 5.2 Attainment of at risk students by ethnicity

The table below illustrates the attainment (2nd attempt) of students by risk category for each ethnic category.

Ethnicity	Credit range		Risk category			Total
			Not at Risk	Other at Risk	Gain Students	
Other	0-59	Count	19	9	10	38
		%	50.0%	23.7%	26.3%	100.0%
	60-89	Count	8	0	3	11
		%	72.7%	0.0%	27.3%	100.0%
	90-119	Count	3	6	10	19
		%	15.8%	31.6%	52.6%	100.0%
Asian	0-59	Count	99	32	25	156
		%	63.5%	20.5%	16.0%	100.0%
	60-89	Count	23	9	6	38
		%	60.5%	23.7%	15.8%	100.0%
	90-119	Count	47	9	11	67
		%	70.1%	13.4%	16.4%	100.0%
Black	0-59	Count	374	101	62	537
		%	69.6%	18.8%	11.5%	100.0%
	60-89	Count	162	66	88	316
		%	51.3%	20.9%	27.8%	100.0%
	90-119	Count	34	10	14	58
		%	58.6%	17.2%	24.1%	100.0%
Mixed	0-59	Count	66	29	32	127
		%	52.0%	22.8%	25.2%	100.0%
	60-89	Count	470	191	144	805
		%	58.4%	23.7%	17.9%	100.0%
	90-119	Count	27	16	8	51
		%	52.9%	31.4%	15.7%	100.0%
White	0-59	Count	2	3	5	10
		%	20.0%	30.0%	50.0%	100.0%
	60-89	Count	13	8	3	24
		%	54.2%	33.3%	12.5%	100.0%
	90-119	Count	120	38	21	179
		%	67.0%	21.2%	11.7%	100.0%
No data	0-59	Count	128	25	27	180
		%	71.1%	13.9%	15.0%	100.0%
	60-89	Count	20	6	0	26
		%	76.9%	23.1%	0.0%	100.0%
	90-119	Count	34	12	13	59
		%	57.6%	20.3%	22.0%	100.0%
Gain	0-59	Count	598	169	61	828
		%	72.2%	20.4%	7.4%	100.0%
	60-89	Count	3	1	0	4
		%	75.0%	25.0%	0.0%	100.0%
	90-119	Count	1	0	0	1
		%	100.0%	0.0%	0.0%	100.0%
Total	120	Count	31	4	2	37
		%	83.8%	10.8%	5.4%	100.0%

Table 10: Accelerate, Advance and Gain attainment compared with all other students by ethnicity

### 5.3 Attainment of at risk students by age on entry

The table below illustrates the attainment of students by risk category and age on entry.

Age Groups			Gain Students			Total
			Not at Risk	Other at Risk	Gain Students	
18-20	0-59	Count	219	62	70	351
		%	62.4%	17.7%	19.9%	100.0%
	60-89	Count	50	11	10	71
		%	70.4%	15.5%	14.1%	100.0%
	90-119	Count	85	30	29	144
21-29		%	59.0%	20.8%	20.1%	100.0%
	120	Count	867	242	118	1227
		%	70.7%	19.7%	9.6%	100.0%
	0-59	Count	137	49	54	240
		%	57.1%	20.4%	22.5%	100.0%
25-29	60-89	Count	20	11	8	39
		%	51.3%	28.2%	20.5%	100.0%
	90-119	Count	32	16	21	69
		%	46.4%	23.2%	30.4%	100.0%
	120	Count	399	103	87	589
30+		%	67.7%	17.5%	14.8%	100.0%
	0-59	Count	40	14	10	64
		%	62.5%	21.9%	15.6%	100.0%
	60-89	Count	8	1	8	17
		%	47.1%	5.9%	47.1%	100.0%
30+	90-119	Count	22	8	7	37
		%	59.5%	21.6%	18.9%	100.0%
	120	Count	127	51	29	207
		%	61.4%	24.6%	14.0%	100.0%
	0-59	Count	42	24	24	90
30+		%	46.7%	26.7%	26.7%	100.0%
	60-89	Count	9	5	2	16
		%	56.3%	31.3%	12.5%	100.0%
	90-119	Count	25	10	12	47
		%	53.2%	21.3%	25.5%	100.0%
30+	120	Count	273	118	72	463
		%	59.0%	25.5%	15.6%	100.0%

Table 11: attainment compared with all other students by age on entry

## 5.4 Attainment of Accelerate, Advance and Gain students by school of study

The table below illustrates the attainment of students by risk category within each school.

School			Risk category			Total
			Not at Risk	Other at Risk	Gain Students	
ACE	0-59	Count	52	20	25	97
		%	53.6%	20.6%	25.8%	100.0%
	60-89	Count	7	3	4	14
		%	50.0%	21.4%	28.6%	100.0%
	90-119	Count	13	6	10	29
		%	44.8%	20.7%	34.5%	100.0%
	120	Count	175	40	30	245
		%	71.4%	16.3%	12.2%	100.0%
ADI	0-59	Count	89	30	21	140
		%	63.6%	21.4%	15.0%	100.0%
	60-89	Count	9	4	3	16
		%	56.3%	25.0%	18.8%	100.0%
	90-119	Count	15	6	4	25
		%	60.0%	24.0%	16.0%	100.0%
	120	Count	402	95	49	546
		%	73.6%	17.4%	9.0%	100.0%
Cass	0-59	Count	56	26	15	97
		%	57.7%	26.8%	15.5%	100.0%
	60-89	Count	5	3	0	8
		%	62.5%	37.5%	0.0%	100.0%
	90-119	Count	31	8	7	46
		%	67.4%	17.4%	15.2%	100.0%
	120	Count	275	101	39	415
		%	66.3%	24.3%	9.4%	100.0%
HSB	0-59	Count	105	18	42	165
		%	63.6%	10.9%	25.5%	100.0%
	60-89	Count	24	3	4	31
		%	77.4%	9.7%	12.9%	100.0%
	90-119	Count	42	12	18	72
		%	58.3%	16.7%	25.0%	100.0%
	120	Count	334	66	63	463
		%	72.1%	14.3%	13.6%	100.0%
Business and Law	0-59	Count	84	37	34	155
		%	54.2%	23.9%	21.9%	100.0%
	60-89	Count	27	10	11	48
		%	56.3%	20.8%	22.9%	100.0%
	90-119	Count	35	20	21	76
		%	46.1%	26.3%	27.6%	100.0%
	120	Count	238	132	82	452
		%	52.7%	29.2%	18.1%	100.0%
Social Sciences	0-59	Count	14	12	12	38
		%	36.8%	31.6%	31.6%	100.0%
	60-89	Count	8	0	2	10
		%	80.0%	0.0%	20.0%	100.0%
	90-119	Count	5	7	2	14
		%	35.7%	50.0%	14.3%	100.0%
	120	Count	93	41	17	151
		%	61.6%	27.2%	11.3%	100.0%
Psychology	0-59	Count	38	6	9	53
		%	71.7%	11.3%	17.0%	100.0%
	60-89	Count	7	5	4	16
		%	43.8%	31.3%	25.0%	100.0%
	90-119	Count	23	5	7	35
		%	65.7%	14.3%	20.0%	100.0%
	120	Count	149	39	26	214
		%	69.6%	18.2%	12.1%	100.0%

Table 12: Student attainment by risk category and school of study

## 6 Survey – Accelerate students

The online survey was launched on 25 June 2015 and closed at noon on 20 July 2015. A personal e-mail was sent to all UEL students who were identified only as an Accelerate student with 3 subsequent reminders, encouraging them to complete the survey. UEL Accelerate students who also met the criteria for Advance and or Gain were excluded from the survey to prevent survey fatigue and confusion.

A total of 67 Accelerate learners responded to the survey and their responses are set out below with a brief commentary.

### 6.1 Attendance at Accelerate event

Learners were asked whether they had attended the half day Accelerate event which was delivered at University Square Stratford (USS) on 16 and 17 September 2014. The majority of survey respondents reported that they did not attend the event.

<b>Response</b>	<b>Number</b>
Yes	25
No	42
Total	67

Table 13: Attendance at Accelerate event

### 6.2 Participants' view of event

Learners who attended the event were asked whether the programme of activities meet their needs in terms of providing information on UEL facilities and services; whether it was well organised and delivered at a time and place convenient for them. Of the 25 respondents who attended, 21 answered this question.

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
Overall the event provided me with useful information on UEL facilities and services	6	12	2	0	1	21
The meeting with an Accelerate advisor was useful	5	13	2	1	0	21
The stands and specialist information points were useful	6	12	2	1	0	21
The timing of the event was convenient	4	14	1	1	1	21
The location of the event was convenient	5	14	1	0	1	21
The duration of the event was appropriate	3	13	4	1	0	21

Table 14: Participants' views of programme of activities

Eleven learners elaborated on their responses and what they thought could be done to improve the event in terms of delivery and content.

*"The duration of the programme could have been shorter. Registration was a bit long."*

*"Was good but most of what was discussed I already knew"*

*"I don't believe I met with an advisor and I wasn't aware accelerate was for people who were late in application process - I thought it was for everyone. But overall I found it helpful and a great idea."*

*"great services"*

*"The meeting with the accelerate advisor was useful in terms of sorting out details regarding enrolment. However, the queueing [sic] time to meet the advisor was around 45 minutes - which was considerably frustrating considering less time was then available to visit te [sic] information stalls on the ground floor."*

*"more staff needed to avoid long waiting time."*

*"the duration of the event could have been longer for example where we had the opportunity to speak to a career (sic) advisor i (sic) felt it was very rushed but the plus side it was helpful"*

*"They should have been more speakers"*

*"Give details of the events well in advance"*

*"Not enough staff working!"*

*"More information about individual module"*

Overall respondents were positive about the event, although there were some concerns around waiting times for registration and appointments with advisors.

### 6.3 Use and rating of UEL facilities and services

All respondents were asked to indicate whether they had made use of specific UEL facilities and services and if so how they rated them. Of the 23 respondents, three skipped this question and 20 replied.

<b>Response</b>	<b>Very useful</b>	<b>Useful</b>	<b>Not very useful</b>	<b>Not accessed</b>	<b>Total</b>
Student Hub Docklands	16	15	5	20	56
Student Hub Stratford	13	19	5	19	56
Careers and Employability Service	17	15	1	23	56
Information Advice and Guidance Service (IAG)	13	16	3	24	56
Residential Services	1	12	3	40	56
Disability Service	7	14	2	33	56
Student Money Advice and Rights Team (SMART)	16	12	8	20	56

Table 15: Respondents' use and rating of UEL facilities and services

Twenty-four learners elaborated on their responses on what they thought could be done to improve facilities and student support services.

*"I was not informed I was on the accelerate programme, therefore I did not receive an invite to the days at Stratford campus. The new hub which combines all student services seems not private and deters people asking questions on personal issues."*

*"The hub could be used better with having more staff on and better informed of what is going on in & around campus."*

*"Perhaps a handy booklet with information regarding the services available and how they might help students. I realise that this information is probably available online but being new to UEL and its web site, it was a rather hit and miss process finding what I was looking for."*

*"The Hub at Docklands is only useful in the fact that it is the only place you can go for help. Most of the staff try help but are usually clueless. It is always understaffed and therefore students sometimes have to wait a ridiculous amount of time and even then are often told to go somewhere else! The previous helpdesks dedicated to each school were a much better idea."*

*"They are doing a wonderful especially the SMART team and Careers and employability team."*

*"Services provided are very good. Please keep it up."*

*"Everything seems to be good to me."*

*"I found that when I went to the hub - although the staff were nice - they could not offer any help and told me to arrange a date with the smart team (but the times clashed with lectures). Also, noone ever replied to my email to the hub. I did not know anything about IAG."*

*"Train your staff at student HUB"*

*"great services"*

*"N/A"*

*"Every university service accessed was helpful on the whole. However, especially at first, the locations of these facilities was not made clear and was a cause of slight anxiety."*

*"The services are available and useful information are given to you as a student. I don't think students are aware of the needs for them to use the information and the services they offer."*

*"I think the services provided are perfect, i cant really complain"*

*"not sure"*

*"Nothing it was very straightforward for me"*

*"Access to academic materials in the hub"*

*"I have been given great support in all of the above services"*

*"Terrible service from Student Hub"*

*"advertise the services more"*

*"The SMART department should keep a record of previous correspondences with students so I do not keep receiving the same letters and emails from different people about the same subject."*



*"I found the facilities I used very useful, so no comments."*

*"Everything is ok"*

Overall the responses were positive about the services and facilities provided. With the majority of respondents who accessed services and facilities reporting that they found them useful or very useful. However, a small number of respondents expressed concern about communication, firstly about being designated as an Accelerate student and being on programme, secondly notification about the programme of events; and thirdly promotion of the services and facilities available to students. A small number of respondents also noted that staff in the Hubs were unable to address their concerns.

#### 6.4 Engagement with Learning & Achievement Assistants

Learners were asked whether they had met with a Learning & Achievement Assistant (LAA), the number of meetings, the areas where they sought advice and how they rated the quality of advice provided.

##### Have you had an appointment with a Learning & Achievement Assistant?

<b>Response</b>	<b>Number</b>
Yes	21
No	35
No response	11
Total	67

Table 16: Appointment with Learning & Achievement Assistant

Of the 67 respondents, 21 (31%) reported that they had met with a Learning and Achievement Assistant (LAA).

##### How many times have you met with a Learning & Achievement Assistant?

<b>Number of appointments/meetings</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5+</b>
Number of students	6	7	6	0	2

Table 17: Frequency of meetings with Learning & Achievement Assistant

Of the 21 respondents who had met with a Learning & Achievement Assistant (LAA) all 21 responded to the question about the frequency of meetings. The majority of respondents (71%) had met with a LAA more than once.

For each of the areas below please indicate whether you have sought support and, if appropriate, how you rate the support provided

<b>Areas where support sought</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not very useful</b>	<b>Not at all useful</b>	<b>Not applicable</b>	<b>Total</b>
ICT support	8	3	1	0	9	21
Writing support	11	4	1	0	5	21
Note taking skills	7	1	1	0	12	21
Research and referencing	12	1	0	0	8	21
Time management skills	6	3	0	0	12	21
Exam preparation	6	4	1	0	10	21

Table 18: Areas where support sought and rating of support

Of the 21 respondents who had met with a Learning & Achievement Assistant (LAA) 21 responded to the question about the areas where they sought support and how they rated the support provided by the LAAs. Where support was provided the majority of respondents rated it as very useful.

As a first point of contact the Learning & Achievement Assistants play an important role in referring students to other specialised academic and pastoral support services provided by UEL. Support services are provided centrally, for example Skillzone within the Library; through the Hubs; or through academic and personal tutors within individual academic schools.

Of the 21 respondents who met with a LAA, 14 reported being referred to other support services.

<b>Support service</b>	<b>Number</b>
Skillzone	10
Personal tutor	3
Student services	5
Library & Learning Service (LLS)	7

Table 19: Student referrals

## 6.5 Engagement with Personal Tutor

Learners were asked whether they knew who their personal tutor was and whether they had met with their tutor.

**Do you know who your personal tutor is?**

<b>Response</b>	<b>Number</b>
Yes	47
No	9
No response	11
Total	67

Table 20: Personal tutor

The majority of respondents, 47, reported that they knew who their personal tutor was. However, a minority of 9 respondents (13 %) reported that they did not know who their personal is.

#### Have you met your personal tutor?

<b>Response</b>	<b>Number</b>
Yes	37
No	10
Total	47

Table 21: Meeting with personal tutor

Of the 47 respondents who knew who their personal tutor was, 37 had met with their tutor. Respondents who reported that they had met with their personal tutor were asked to express their satisfaction with the support and advice received from their tutor.

#### How satisfied have you been with the support and advice from your personal tutor?

<b>Level of satisfaction with support and advice</b>	<b>Very satisfied</b>	<b>Somewhat satisfied</b>	<b>Neither satisfied nor dissatisfied</b>	<b>Somewhat dissatisfied</b>	<b>Very dissatisfied</b>	<b>Haven't attended</b>	<b>Total</b>
	15	17	3	2	0	0	37

Table 22: Satisfaction with support and advice from personal tutor

Of the 37 respondents who reported meeting with their personal tutor only two indicated that they were somewhat dissatisfied with the advice and support received. The majority reported being satisfied.

## 6.6 Awareness and take up of support services provided by Skillzone

Based on the assumption that Accelerate students may be directed to Skillzone or seek support with numeracy and academic literacy we wanted to ascertain their awareness of the support provided by Skillzone in terms of both maths/numeracy and English/literacy.

#### Are you aware of maths / numeracy support provided by Skillzone?

<b>Response</b>	<b>Number</b>
Yes	40
No	16
No response	11
Total	61

Table 23: Awareness of maths/numeracy support provided by Skillzone

**If you attended any of the following, how useful did you find the sessions?**

<b>Sessions</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not very useful</b>	<b>Not at all useful</b>	<b>Haven't attended</b>	<b>Total</b>
Maths/numeracy workshops	4	0	2	0	34	40
Maths/numeracy drop in sessions	4	1	1	0	34	40
Maths/numeracy one-to-one appointment	3	0	1	0	36	40

*Table 24: Respondents' rating of maths/numeracy sessions provided by Skillzone*

Despite the recent introduction of enhanced maths/numeracy support, the majority of respondents reported that they were aware of the support provided by Skillzone in this area but only a small minority of respondents reported attending workshops, drop in sessions or a one-to-one appointment.

**Are you aware of the academic writing and study skills support provided by Skillzone?**

<b>Response</b>	<b>Number</b>
Yes	50
No	6
No response	11
Total	67

*Table 25: Awareness of academic writing/study skills support provided by Skillzone*

In terms of academic writing and study skills support a larger majority of students were aware of support in these areas and although take up was higher than for maths/numeracy, overall it was still low.

**If you attended any of the following how, useful did you find the sessions?**

<b>Sessions</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not very useful</b>	<b>Not at all useful</b>	<b>Haven't attended</b>	<b>Total</b>
Academic writing and study skills workshops	12	3	1	0	34	50
Academic writing and study skills drop in sessions	10	4	1	0	35	50
Academic writing and study skills one to one appointment	14	2	1	0	33	50

*Table 26: Respondents' rating of academic writing/study skills sessions provided by Skillzone*

## 6.7 Managing time and commitments

We wanted to ascertain amount of time learners were devoting to their study whilst also seeking to ascertain the other competing demands on their time.

**For each of the items listed below, during term time how many hours a week, on average, do you spend on the following?**

<b>Sessions</b>	<b>1 -9 hours</b>	<b>10 - 19 hours</b>	<b>20 - 29 hours</b>	<b>30+ hours</b>	<b>Total</b>
Self-directed or independent study (excluding contact time in lectures and classes etc.)	12	26	12	6	56
Work (including volunteering)	32	10	8	6	56
Caring (for children/parents or partner)	27	7	4	18	56

Table 27: Time spent on self-directed study and other commitments

Of the 67 respondents, 11 learners skipped this question.

## 6.8 Managing with the demands of academic study

We wanted to understand learners' perception of how well they were managing with the demands of their course and whether they felt that their current levels of skills in English/literacy and numeracy/maths were adequate or if they could do better by improving their skills in these areas.

Of the 67 respondents, 11 respondents skipped these questions.

<b>English/literacy skills</b>	<b>Strongly agree</b>	<b>Somewhat agree</b>	<b>Neither agree nor disagree</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
Overall I am managing well on my course	22	25	5	2	2	56
My English/literacy skills are adequate for my course	26	20	8	1	1	56
I could do better if I developed my English/literacy skills	24	13	7	5	7	56

Table 28: Current English/literacy skill and managing demands of course

<b>Numeracy/maths skills</b>	<b>Strongly agree</b>	<b>Somewhat agree</b>	<b>Neither agree nor disagree</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
Overall I am managing well on my course	31	16	4	4	1	56
My numeracy/maths skills are adequate for my course	22	21	8	5	0	56
I could do better if I developed my numeracy/maths skills	24	6	14	6	6	56

Table 29: Current numeracy/maths skills and managing demands of course

Overall learners who responded these questions thought that they were managing well with their course and that their current skills level in both literacy and numeracy was adequate for their course. However a smaller majority also thought that they could do better if they improved their literacy skills and developed their numeracy/maths skills.

## 6.9 Intentions following graduation

Finally we wanted to ascertain whether respondents had a particular career pathway or job in mind (Table 33) and whether they intended to undertake postgraduate study. Of the 34 respondents, three respondents skipped these questions.

### Do you have a particular career pathway or job in mind?

<b>Response</b>	<b>Number</b>
Yes	37
No	19
No response	11
Total	67

Table 30: Identified particular career pathway or job

Of the 37 respondents who reported that they had a particular career pathway or job in mind, 36 provided further details:

1. Construction Project management
2. Education/'Psychology
3. psychologist
4. Barrister
5. Public Health Educator, environmental health officer or epidemiologist
6. Nutriologist [sic]
7. Sports Therapist
8. Child psychology
9. Welfare support
10. Personal trainer or nutrition specialist for athletes
11. Clinical psychology/neurology
12. primary teaching
13. Podiatrist

14. Social Worker MA, then Child Psychologist/Care system reform
15. Medical psychology
16. event planning and management
17. ECONOMIST
18. Teaching
19. Podiatrist
20. Project Management
21. Working with children
22. Mentoring/Charity Development work
23. working with children with disability
24. HR specialist
25. I would like to start with a firm, then start my own after a while.
26. Health service Manager
27. Fashion Personal Stylist
28. University lecturer
29. Health Psychologist
30. Specialise in SEN
31. Nursery manager
32. Mobile app developer/ programmer
33. Primary School Teaching
34. Sport Development officer
35. Teacher, career adviser or journalism
36. Construction site engineer

Postgraduate degrees (including diplomas and certificates) are increasingly viewed as a means of improving career prospects by building on existing skills and knowledge. We wanted to ascertain whether learners had any intention of progressing to post graduate study.

#### **Do you intend to progress to postgraduate study?**

<b>Response</b>	<b>Number</b>
Yes	28
No	3
Don't know	25
No response	11
Total	67

*Table 31: Intention to progress to postgraduate study*

Of the 28 respondents who reported that they intended to progress to postgraduate study, 21 provided the name of the postgraduate course or areas of study they intend to progress to:

1. psychology
2. Bar
3. Public Health
4. Child psychology
5. Psychology
6. pgce
7. Frontline/Step up to Social Work MA programme
8. MASTERS IN ECONOMICS
9. PCGE
10. psychology

11. Psychology
12. Counselling
13. Physiotherapy
14. Postgraduate then onto my Masters.
15. Fashion Marketing
16. Sport Psychology
17. Social sciences
18. Computer science
19. Computer science
20. PGCE
21. PGCE

### 6.10 Further comments

Learners were asked for further comments on how UEL could improve academic and pastoral support. Their comments are reproduced in full below.

*“Putting some of the theory into practice will help and make students involved in this in order to understand the concept.”*

*“Overall I have been very satisfied with the support I have received during my studies. All my module tutors have been very helpful and encouraging and if unable to help themselves have signposted me to services that could. I was a little frustrated to find that many books on the reading lists for modules, both suggested and required, were not accessible online. This made some completing some of my studies a little difficult if these books were also not available in the library as a hard copy. I think it would be beneficial if all books on required reading lists could be made available online.”*

*“Fix the attendance record swiping system, because it does mistakes. The food in Docklands is expensive.”*

*“I felt that although they are very nice and friendly, when I asked my personal tutor for help on several different occasions and areas, but they did not seem to really know that much or be much help. (Asked about societies or social opportunities as i wasn't fitting in very well at the start of the year, about internships, and also advice or where to find advice on improving my lab reports)”*

*“By sending a result sheet to confirm that a specific level has been passed and student is going to next level.”*

*“Streamline it - make it clearer and make people experts in the advice they give. Also, get back to all communication.”*

*“i find it very difficult to balance university life and home life, i strong advice that more services are provided for matured students.”*

*“The University should listen to students needs rather than suggest what they think they (students) want.”*

*“UEL is a good University and I am proud to be a student of this institution of higher learning. I want toam be a first class student, if I am supported.”*

*“Providing more study skills sessions and feedbacks provided should encourage progression”*



*"I had to almost beg for a personal tutor. I was given one after making a complaint and he is great,"*

*"I think UEL should be more lenient with the attendance policy"*

*"I feel as a part time student there is less support. As i work full time i cannit attend meetings or careers fairs during working working hours. It would be nice to attend things maybe after 5pm. I couldnt attend stydy fest for this reason."*

*"I was not sent any information after enrolment and consequently was 3 weeks late starting my course. I called the CASS building on and off for 3 weeks before anyone answered my call. 2 out of my 4 tutors do not reply to student emails and fail to update the course regularly. One tutor didn't mark ANY of our assignments for the entire year. Zero feedback and chance to improve. Extremely disappointed. Difficult to get in contact with anyone."*

*"The classes should be three days."*

*"Overall, I am quite satisfied with the service of the university. Perhaps this is because I managed to pass. However, some of my peers have some negative opinions, such as, teachers are not very helpful or do not treat everyone equally and LAA"s are useless as well, as they do not read the whole assignment to give a full feed back. They only offer to read one paragraph."*

*"UEL was absolutely helpful through my study there."*

As illustrated by the comments above learners on the whole are satisfied with the services and support provided. However, they are concerned about their academic performance and managing competing priorities. They make a number of positive suggestions as to who they believe the institution could enhance and improve the support provided.

## 7 Survey – Advance students

The online survey was launched on 4 June 2015 and closed at noon on 20 July 2015. A personal e-mail was sent to all UEL students who were initially identified as an Advance student ( $n = 471$ ) with subsequent reminders, encouraging them to complete the survey.

A total of 62 Advance learners responded to the survey and their responses are set out below with a brief commentary.

### 7.1 Engagement with Learning & Achievement Assistants

Learners were asked whether they had met with a Learning & Achievement Assistant, the number of meetings, the areas where they sought advice and how they rated the quality of advice provided.

#### Have you had an appointment with a Learning & Achievement Assistant?

<b>Response</b>	<b>Number</b>
Yes	17
No	45
Total	62

Table 32: Appointment with Learning & Achievement Assistant

Of the 62 respondents, only seventeen had met with a Learning and Achievement Assistant (LAA).

#### How many times have you met with a Learning & Achievement Assistant?

<b>Number of appointments/meetings</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5+</b>
Number of students	8	3	1	1	1

Table 33: Frequency of meetings with Learning & Achievement Assistant

Of the seventeen respondents who had met with a Learning & Achievement Assistant fourteen responded to the question about the frequency of meetings. The majority of respondents reported having one meeting with a LAA.

**For each of the areas below please indicate whether you have sought support and, if appropriate, how you rate the support provided**

<b>Areas where support sought</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not very useful</b>	<b>Not at all useful</b>	<b>Not applicable</b>	<b>Total</b>
ICT support	3	1	0	1	9	14
Writing support	3	3	2	0	6	14
Note taking skills	3	3	1	1	6	14
Research and referencing	5	3	0	2	4	14
Time management skills	4	4	0	2	4	14
Exam preparation	2	3	0	1	8	14

Table 34: Areas where support sought and rating of support

Of the 17 respondents who had met with a Learning & Achievement Assistant only 14 responded to the question about the areas where they sought support and how they rated the support.

As a first point of contact the Learning & Achievement Assistants play an important role in referring students, in this case Advance students, to other specialised academic and pastoral support services provided by UEL. Support services are provided centrally, for example Skillzone within the Library; through the hubs; or through academic and personal tutors within individual academic schools.

Only ten respondents reported being referred to other support services.

<b>Support service</b>	<b>Number</b>
Skillzone	7
Personal tutor	4
Student services	2
Library & Learning Service (LLS)	6

Table 35: Student referrals

## 7.2 Engagement with Personal Tutor

Learners were asked whether they knew who their personal tutor was and whether they had met with their tutor.

### Do you know who your personal tutor is?

<b>Response</b>	<b>Number</b>
Yes	47
No	11
No response	4
Total	62

Table 36: Personal tutor

The majority of respondents, 47, reported that they knew who their personal tutor was and of these, 42 reported that they had met with their tutor.

### Have you met your personal tutor?

<b>Response</b>	<b>Number</b>
Yes	42
No	4
Total	46

Table 37: Meeting with personal tutor

Respondents who reported that they had met with their personal tutor were asked to express their satisfaction with the support and advice received from their tutor. As the table below illustrates the majority of learners, 29, were satisfied and of these, 20 were very satisfied.

How satisfied have you been with the support and advice from your personal tutor?

<b>Level of satisfaction with support and advice</b>	<b>Very satisfied</b>	<b>Somewhat satisfied</b>	<b>Neither satisfied nor dissatisfied</b>	<b>Somewhat dissatisfied</b>	<b>Very dissatisfied</b>	<b>Haven't attended</b>	<b>Total</b>
	20	9	7	3	2	1	42

Table 38: Satisfaction with support and advice from personal tutor

### 7.3 Awareness and take up of support services provided by Skillzone

Based on the assumption that Advance students would be directed to or seek support through Skillzone we wanted to ascertain their awareness of the support provided by Skillzone in terms of both maths/numeracy and English/literacy.

Are you aware of maths / numeracy support provided by Skillzone?

<b>Response</b>	<b>Number</b>
Yes	37
No	20
No response	5
Total	62

Table 39: Awareness of maths/numeracy support provided by Skillzone

If you attended any of the following, how useful did you find the sessions?

<b>Sessions</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not very useful</b>	<b>Not at all useful</b>	<b>Haven't attended</b>	<b>Total</b>
Maths/numeracy workshops	4	1	0	1	31	37
Maths/numeracy drop in sessions	2	1	2	0	32	37
Maths/numeracy one-to-one appointment	3	3	0	0	31	37

Table 40: Respondents' rating of maths/numeracy sessions provided by Skillzone

The majority of respondents reported that they are aware of the maths/numeracy support provided by Skillzone. However only a minority of respondents reported attending workshops, drop in sessions or a one-to-one appointment, but those that did found them useful.

Are you aware of the academic writing and study skills support provided by Skillzone?

<b>Response</b>	<b>Number</b>
Yes	46
No	11
No response	5
Total	62

Table 41: Awareness of academic writing/study skills support provided by Skillzone

In terms of academic writing and study skills support more respondents were aware of support in these areas and although take up was higher than for maths/numeracy, overall it was still low.

**If you attended any of the following how, useful did you find the sessions?**

<b>Sessions</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not very useful</b>	<b>Not at all useful</b>	<b>Haven't attended</b>	<b>Total</b>
Academic writing and study skills workshops	5	8	1	0	32	46
Academic writing and study skills drop in sessions	3	6	0	1	36	46
Academic writing and study skills one to one appointment	6	6	1	0	33	46

*Table 42: Respondents' rating of academic writing/study skills sessions provided by Skillzone*

#### 7.4 Managing time and commitments

We wanted to ascertain amount of time learners were devoting to their study whilst also seeking to ascertain the other competing demands on their time.

**For each of the items listed below, during term time how many hours a week, on average, do you spend on the following?**

<b>Sessions</b>	<b>1 - 9 hours</b>	<b>10 - 19 hours</b>	<b>20 - 29 hours</b>	<b>30+ hours</b>	<b>Total</b>
Self-directed or independent study (excluding contact time in lectures and classes etc.)	13	22	13	9	57
Work (including volunteering)	28	18	8	3	57
Caring (for children/parents or partner)	43	3	6	5	57

*Table 43: Time spent on self-directed study and other commitments*

Of the 62 respondents, 4 learners skipped this question.

#### 7.5 Managing with the demands of academic study

We wanted to understand learners' perception of how well they were managing with the demands of their course and whether they felt that their current levels of skills in English/literacy and numeracy/maths were adequate or if they could do better by improving their skills in these areas.

Of the 62 respondents, five respondents skipped these questions.

<b>English/literacy skills</b>	<b>Strongly agree</b>	<b>Somewhat agree</b>	<b>Neither agree nor disagree</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
Overall I am managing well on my course	28	21	3	4	1	57
My English/literacy skills are adequate for my course	27	22	3	4	1	57
I could do better if I developed my English/literacy skills	13	18	14	8	4	57

Table 44: Current English/literacy skill and managing demands of course

<b>Numeracy/maths skills</b>	<b>Strongly agree</b>	<b>Somewhat agree</b>	<b>Neither agree nor disagree</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
Overall I am managing well on my course	29	17	7	1	3	57
My numeracy/maths skills are adequate for my course	30	14	8	1	4	57
I could do better if I developed my numeracy/maths skills	13	11	21	4	8	57

Table 45: Current numeracy/maths skills and managing demands of course

Overall learners thought that they were managing well with their course and that their current skills level in both literacy and numeracy was adequate for their course. A minority thought that they could do better if they improved their literacy skills and a smaller minority thought that they could do better if they developed their numeracy/maths skills.

## 7.6 Intentions following graduation

Finally we wanted to ascertain whether respondents had a particular career pathway or job in mind and whether they intended to undertake postgraduate study. Of the 62 respondents, five respondents skipped these questions.

### Do you have a particular career pathway or job in mind?

<b>Response</b>	<b>Number</b>
Yes	37
No	20
No response	5
Total	62

Table 46: Identified particular career pathway or job

Of the 37 respondents who reported that they had a particular career pathway or job in mind, 33 provided further details. Respondent's current degree programme is shown in parenthesis.

1. Civil Engineer
2. Neuroscientist [sic]
3. architect
4. Teaching
5. Clinical psychologist
6. Researcher
7. Primary school teaching
8. Operational [sic] therapy or clinical psychology
9. college media tutor
10. Health and safety management
11. hematologist [sic]
12. Cardiology
13. Primary Education
14. entrepreneur/ it support
15. Law practitioner
16. Social work
17. Teacher
18. Medicine
19. Learning Mentor
20. Chartered accountant
21. Cyber Security
22. Early years teacher
23. Child therapist or midwifery
24. Social work
25. Primary school teacher
26. To have my own clinic and open a house for elderly people.
27. Mobile Application Development, Software Engineer or Game Development
28. Primary School Teacher
29. Laboratory work
30. NHS
31. English Teacher
32. Criminologist
33. Web designing

Of the jobs/career pathways teaching was the most frequently (9) cited.

#### **Do you intend to progress to postgraduate study?**

<b>Response</b>	<b>Number</b>
Yes	25
No	6
Don't know	26
No response	5
Total	62

*Table 47: Intention to progress to postgraduate study*

Of the 25 respondents who reported that they intended to progress to postgraduate study, 22 provided the name of the postgraduate course or areas of study they intend to progress to:

1. politics
2. Neuroscience
3. masters architecture
4. Clinical psychology
5. Space Avionics
6. PGCE Primary with English
7. Clinial [sic] psychology
8. Teaching in Higher Education, PG Cert
9. Masters
10. LLM
11. International relations/human rights
12. Medicine
13. Managing Bheaviour [sic] or Sociology
14. Filmmaking
15. PGCE
16. PGCE
17. PGCE Primary
18. Postgraduate Teaching
19. Sports Management
20. Physiotherapy
21. Something related to either history or politics
22. Radiography

## 7.7 Further comments

Learners were asked for further comments on how UEL could improve academic and pastoral support. Their comments are reproduced in full below.

*"Replying to emails would be a good start, helping people who have asked for help would also be a good start. I won't be able to attend an exam that I was informed about a MONTH ago because I still haven't been given a date and now I can no longer afford the journey back to London."*

BSc (Hons) Computing for Business

*"I believe that UEL has a very good system in place. I haven't had any problems so far and have overall been very satisfied, thank you."*

BSc (Hons) Psychology

*"Quicker feedback on assessments, maybe have a draft feedback before final submission."*

BSc (Hons) Psychology with Psychopharmacology

*"I personally feel that a "louder" time table in the sense of the timetable being very clear would be very helpful. Both for lectures and exams."*

BSc (Hons) Biomedical Science

*"Grades NEVER come back in time"*

BA (Hons) Music Industry Management



*"When I went for my first meeting with a LAA they did not no what the advance programme was. I was told to complete a survey and bring it with me and the results of the survey would be talked about during the meeting, however they did not no what the survey was a what my answers meant. The person in which I met with also did not understand why I was asked to attend the meeting even though I had achieved a green in my diagnostic test. It would have been good if they had some idea as to what the programme was."*

BA (Hons) Education Studies

*"Provide the information at the beginning of each semester"*

BA (Hons) Criminology and Criminal Justice

*"Recruit more LAAs to balance the workload."*

BSc (Hons) Child Psychology

*"UEL could utilise the TurnItIn platform like all other universities are doing. Providing adequate feedback through this platform allows for improvement as well as an exact match of where was not understood by lecturers, which can then be used to clarify their confusion; as all lecturers do tend to get confused at times (they're human). The use of TurnItIn for feedback would inherently save the lecturers time as they would not have to hold group feedback sessions allowing them to allocate their time elsewhere. Also I believe it would be beneficial if perhaps an anonymity to coursework submissions came about, as lecturers can be biased, if they feel they haven't seen a student regularly or the student is quiet they may assume the knowledge within assignments is incorrect where as it may be of a level above the lecturers understanding or expectation. Regards, XXXXXX"*

BSc (Hons) Computing

*"I think the lecturers could coordinate each other a bit more, due to different messages students received from them. It caused a little confusion from time to time."*

BA Early Childhood Studies - Extended

*"I have no suggestions. The support I have received has been fantastic!"*

BA (Hons) Illustration

*"Have more in-depth lectures with one on one time between lecturers and students."*

BA (Hons) Film

*"Being a sports student it would be nice if the university could provide some sort of discount for Sportsdock facilities. It was seeing Sportsdock was the thing that raised my interest in UEL and I looked into going back to university as a mature student because I was so impressed. But being in sport requires a level of fitness to get further in my career and with the strain financially going back to University has put on me, it would be a massive benefit to be able to use the facilities that drew my attention in the first place for more of a discount. As the current set up is with Sportsdock it feels like being a student works against you rather than for you, with the fact that outsiders get to park there for example, there are more students using Sportsdock and I feel as a sports student at UEL we should be given the priority and it would draw more people to doing Sports courses at UEL as a bonus from your side."*

BSc (Hons) Sports Coaching

*“Having the relevant members of staff advertise their availability for the support of students. Personal tutor meetings at least once per term. Advertise the library service and encourage more students to use to facilities. More rapid responses to student e-mails, questions and queries. Improve the efficiency of the hub. More points of contacts for students.”*

BA (Hons) Economics with placement year

*“I was not given the opportunity to meet with a Learning & Achievement Advisor (LAA) - I could have benefited from this since this course was the first time I have had to take exams for 3 years.”*

BSc (Hons) Biomedical Science.

## 8 Learning & Achievement Assistants

There are at present 23 Learning & Achievement Assistants (LAAs), who are based in each of the seven academic schools but managed by the Learning Achievement and Mentoring Manager within the Library & Learning Service (LLS).

The LAAs, who are all recent UEL graduates, support students to develop a range of academic and study skills, including academic writing, critical thinking, time management, writing to address learning outcomes, numeracy and other study skills as appropriate for their discipline. A job description and person specification for the role of LAA is reproduced as Appendix 2.

### 8.1 Initial findings from interviews with Learning & Achievement Assistants

In this section we provide brief findings from semi-structured interviews with the Learning & Achievement Assistants (LAAs). Some interviews were one-to-one, others were dyads (one-to-two) and one was a triad (one-to-three).

#### 8.1.1 Background

All of the LAAs are UEL graduates and most are based within the school which they studied in, although there are some exceptions. Most of the LAAs have been in post since the role was established although some have been recruited recently.

#### 8.1.2 Physical space

Accommodation for the LAAs varies between academic schools, with some LAAs having their own office whilst others work in a shared office. Some LAAs, in particular those in shared office space, reported that the lack of accessible private meeting space was problematic, especially when students wanted to disclose confidential information.

#### 8.1.3 Training, support and development

Respondents reported there is no formal training for the Learning & Achievement Assistants, although a number of them reported that they benefitted from presentations and update sessions provided by colleagues from various support services across the university.

The majority of LAAs who participated in the evaluation reported that they felt supported by the senior staff of the school in which they were based. Typically, LAAs cited the Associate Dean as their point of contact within the school.

#### 8.1.4 Identifying, contacting and making appointments with Advance learners

The LAAs are seen as a key point of contact for “at risk” students in general and Advance students in particular. In relation to Advance students one of the key tasks was for the LAAs to meet with them and review a paper based self-completion questionnaire.

The LAAs reported that despite significant effort they found it challenging to arrange interviews or one to one meetings with all of the Advance students within their school. Where they were successful learners very frequently cancelled meetings which had to be rescheduled.

Whilst the majority of LAAs reported using the questionnaire with Advance learners, they voiced concerns about the extent (number of questions) and the saliency of some of the questions. A number of LAAs considered the instrument to be “patronising” and that many of questions were not relevant to the learners.

At present there is no system in place for capturing and recording the issues raised by learners in the questionnaire. Whilst this was designed primarily as a personal diagnostic there may be some value in collating responses in order to identify common issues and concerns.

#### 8.1.5 Recording outcomes, assessing impact and informing development and delivery of service

The LAAs record the number of students they meet with and the number of appointments they have. The table below illustrates the total number of students seen, number of Advance students seen and the total number of appointments by school.

<b>School</b>	<b>No. students seen (inc. Advance students) <sup>1</sup></b>	<b>No. Advance students <sup>1</sup></b>	<b>No. Advance students seen <sup>1,2</sup></b>	<b>Total No. appointments <sup>1</sup></b>
ACE	178	51	37	272
ADI	143	118	4	418
Business & Law	364	128	48	516
Education & Communities	260	71	1	466
HSB	89	73	2	144
Psychology	131	38	3	238
Social Science	213	No data	No data	412
<b>Total</b>	<b>1378</b>			<b>2466</b>

*Table: 48 Student appointments with LAAs by academic school*

#### Notes

<sup>1</sup>Based on data provided by Learning & Library Service (LLS)

<sup>2</sup> No data available for Advance students in the School of Social Sciences.

Discussions with the LAAs revealed that they endeavoured to contact Advance students on multiple occasions using both e-mail and telephone and that when appointments were secured they were often cancelled, once, twice or sometimes on three occasions.

As the table above demonstrates some LAAs appear to be more successful than others in securing appointments. In some schools where the number of appointments with Advance students is low this may be due in part to the appointment not being recorded as a with an Advance student. However, based on discussions with the LAAs we believe that the data presented in the table above

underrepresents the level of activity and work of the LAAs to support students in general and “at risk” students in particular.

## 9 Support programmes

In this section we outline our understanding of the support programmes for Accelerate, Advance and Gain students which have developed in real time. Other than Accelerate, which was an event rather than a programme, we have not had sight of any documentation setting out the aims and intended outcomes, activities, duration, or staff responsible for the programmes.

### 9.1 Accelerate programme

Whilst Accelerate was an event rather than a programme it is the only one for which there is a documented programme of activity. A copy of the programme is reproduced as Appendix X.

The Accelerate programme was a half day event, consisting of a series of activities which were repeated in four sessions over two days. The event was held at University Square Stratford (USS) from 16 – 17 September 2014.

The purpose of the event was to provide students who applied late in the UCAS application cycle with an overview of UEL facilities and services to support student success. The event was a mixture of formal presentations combined with an opportunity to meet with an advisor for a short one-to-one session as well as browse and obtain information on the range of student support services provided by UEL.

As the responses to the Accelerate survey indicate the event was generally well received by learners, although their main concern was the waiting time to see an advisor. Most of the respondents were also complementary about the scope and scale of support services offered to learners.

Where there were concerns these related to other issues including timeliness of feedback on assignments; timeliness of responses to e-mails from support service staff and tutors; as well as some minor concerns about the service level at the Hubs. It should be noted that the Hubs had only recently been established and consequently some of the concerns regarding timeliness may.....

### 9.2 Advance programme

As noted above we have not had sight of any documentation setting out the aims and intended outcomes, activities, duration, or staff responsible for the programme.

However, following discussion with a number of colleagues in ECP and LSS it would appear that learners who were designated as “Advance” students were expected to make an appointment to meet with one of Learning & Achievement Assistants in their school.

### 9.3 Gain programme

#### 9.3.1 Outline

The aim of the Gain programme was to support learners who were accepted with a level 2 qualification in maths and or English to gain an appropriate qualification. The Gain programme is being jointly led by a team of staff drawn from Education and Community Partnerships (ECP) and Careers and Student Employability (CaSE) in Learning Teaching and Student Enhancement (LTSE).

The team initially identified two routes through which Gain students could achieve the required level 2 qualification with support from UEL.

One route is through a Learn Direct course, which will enable them to achieve a level 2 qualification in maths and or English, the second route is by undertaking a GCSE course in maths and or English which will be delivered face to face at UEL by tutors from a local FE college.

Initially the espoused aim of the Gain programme was to support student to “gain” a level 2 qualification. However, we now understand that the aim of the programme is to support students with their literacy and numeracy on course, although this does not preclude them being signposted to external provision.

### 9.3.2 Learn Direct

The programme team have successfully negotiated with Learn Direct to enable Gain students to undertake the required level 2 courses at no cost.

For the level 2 courses with Learn Direct, students are required to undertake a computer based diagnostic test in order to assess their level of knowledge and understanding. Level 2 courses are delivered over eight weekdays or over six Saturdays at a local Learn Direct centre. At the end of the course learners take a short computer based test which they may re-sit if necessary. Learn Direct staff will be on site at UEL in order to register learners, make an appointment for their diagnostic test and schedule a course at their local Learn Direct centre.

After successfully completing the course learners will receive a certificate demonstrating that they have achieved level 2, which is equivalent to GCSE (A-C), under the Qualifications and Credit Framework (QCF). The QCF Framework is reproduced as Appendix 4.

The only caveat to this is that learners who successfully complete the diagnostic test and demonstrate that their numeracy and or literacy skills are at level 2 are not eligible to take the level 2 course nor are they able to take the test and more importantly have their skill level certificated.

## 9.4 GCSE courses

For GCSE courses, it was anticipated that evening classes would be offered at University Square Stratford and that the course would run from September to June and be delivered by staff from a local FE college. Depending on the syllabus learners would be assessed by a combination of coursework and examinations or a terminal examination. Due to a number of factors, including costs and logistics, it is no longer possible to provide GCSE courses to GAIN students as initially envisaged.

A subsequent proposal that all GAIN students will have access to level 2 courses in maths and English through Learn Direct, but only a small number, will be able to undertake a GCSE course supported by UEL and will in effect be seen as a pilot.

### 9.4.1 Costs

As noted above whilst learners can take a level 2 course with Learn Direct at no cost there is a cost (tuition and examination) for GCSEs. Whether this cost is met by the university or by the students has yet to be decided. On average the cost of undertaking a GCSE on-line in a single subject is £300; some Adult Education Services (e.g. Westminster AES, and Morley College) offer Maths GCSE part-

time by evening study free of charge and some Further Education Colleges (e.g. Tower Hamlets FEC) offer Maths GCSE part-time by evening study at a cost of £30.

There are also resource implications for UEL in both support staff time, in particular staff from Information, Advice & Guidance (IAG) and Careers and Student Employability (CaSE) who will be required to facilitate information sessions, provide advice and guidance to students, liaise with providers and possibly monitor engagement and progression. There may also be cost in terms of facilities in the event that GCSE provision is delivered at UEL.

#### 9.4.2 Modes of study and delivery options

As noted above there are significant cost differences between various modes of study and delivery options:

- **No cost**  
Ensuring that all GAIN students register with Learn Direct and work towards a level 2 equivalence is a no cost option for both UEL and the learner. The short duration of the courses (6-8 days) also minimises the impact on students' other commitments.
- **Low cost**  
Encouraging learners to undertake a GSCE at an AEC or FEC is a no cost/low cost option depending on the provider. However the courses are usually of 30 weeks duration and require attendance on one or two evenings per week plus time for private study (homework), which may have a more significant impact on students' other commitments.
- **High cost**  
Undertaking an on-line course is a high cost option and although the duration and commitment is similar to face-to-face courses learners can undertake study at a time, place and possibly pace, that is convenient to them and their other commitments.

Delivering provision at UEL is also a high cost provision (staffing and facilities), although some costs could be offset by charging a course fee. Depending on the timing and location of classes this could be convenient for many students.

## 10 Proposals

In this section we set out a number of actions and proposals for consideration. In developing these proposals our overriding aim has been to ensure that UEL provides its students with the teaching and learning experience they need and deserve.

We suggest that it may be expedient for stakeholders from service departments and schools to participate in a workshop event. The workshop would provide an opportunity to review the findings from the research as well as undertake practical activities focussed on addressing some of the issues raised below.

### 10.1 Reporting systems – Identifying Accelerate, Advance and Gain students

At the time of undertaking this research there were three categories of “at risk” students: Accelerate (students who applied late in the UCAS application cycle); Advance (students with a low UCAS tariff score) and GAIN (students who lack level 2 in maths and or English). The Advance category is divided into two sub-categories based on UCAS tariff score. Students may be designated within a single category or one of two or more combinations, each of which has a separate code. (See Appendix 2).

***To simplify identification and reporting consideration should be given to implementing a single, mutually exclusive code, for students who have concessionary entry codes or designated into specific categories.***

***Provision should be made, without creating additional codes, to record whether students need to gain a level 2 qualification in maths and or English with the ability to discriminate between level 2 equivalence (Learn Direct) and GCSE.***

Both academic and support staff, depending on their role and responsibilities, will need to access information on students designated “at risk” in order to: plan provision; provide information advice and guidance, both pre-entry and on course; as well as provide support on course. For planning purposes aggregate data may be sufficient, but in other cases academics and support staff will need access to individual records.

***Identify staff data requirements and develop appropriate queries to produce reports or provide training to enable staff to create their own reports.***

Where there is an interaction or intervention with an “at risk” student, in most cases these will be Gain and Advance students, it would be helpful if the nature of the intervention or action could be recorded. In some instances this may simply be recording participation in a generic support session at Skillzone. In other instances, such as a one-to-one session with a Learning & Achievement Assistant (LAA), Skillzone advisor or even personal tutor it would be useful to record both the general nature of the session, using fixed categories; as well as the specific issues and outcomes relating to the individual student, using a free text field. Recording and monitoring the issues and concerns raised during these sessions would enable academic schools and support services to target provision and allocate resources, as well as inform the development and delivery of future provision. Brief narrative notes, using a free text field, may be useful where students are referred from a LAA to a Skillzone advisor or other member of support staff. This information would also be useful to inform discussions between personal tutors and tutees.

***Identify appropriate systems (e.g. ProRetention Success) to capture information. Liaise with personal tutors and support staff to develop reporting system.***

## 10.2 Updating student records

Whilst there are established processes in place for updating student records it may be necessary to develop an operating process for “at risk” students in general and Gain students in particular.

Firstly, if Gain students are expected to gain a level 2 qualification in maths and or English, either a Learn Direct equivalence, GCSE or both, there should be a clear process by which their student record can be updated. Secondly, as we have noted previously there are instances where student’s “at risk” classification has been amended. In such cases, notification or confirmation of the change should be sent to the student and where appropriate

***Establish and communicate process by which the student record can be updated for Gain students. Where changes are made to “at risk” classification ensure that this is communicated to the student and also relevant service departments.***

***The feasibility of generating reports for service departments and schools which would enable them plan provision; provide learners with information, advice and guidance prior to them commencing undergraduate study at UEL.***

## 10.3 Accelerate event

The identification of Accelerate students is particularly important to ensure that they are made aware of events, such as the half-day session at USS, designed to get them off to a flying start. If attendance at the event is mandatory (a condition of original offer) then this needs to be clearly communicated to students. If attendance is not mandatory then the benefits of attendance and participation need to be clearly stated so that it is compelling. This needs to be combined with an accurate system of recording attendance at the event, so that there can be appropriate follow up for those who are unable to attend.

***Ensure Accelerate students are aware of events and whether attendance is compulsory or compelling. Ensure a robust attendance system is put in event to ensure that appropriate follow up action and support can be provided for those unable to attend.***

Where students are unable to attend the event appropriate follow up needs to be put in place. This could include making presentations available online; providing information on how to book an appointment with an IAG/CaSE advisor or other member of support staff; and if appropriate providing a booklet (enhancing information provided in previous Accelerate event programme) for learners.

***Signpost learners to sources of information and provide details of how to book appointments with IAG/CaSE advisors and other members of support staff.***

## 10.4 Programme Development - Planning and developing strategy for success

Whilst the criteria for each of the “at risk” groups has been documented there does not appear to be any documentation relating to the programmes, specifically Gain and Advance, which sets out the aims, objectives and intended outcomes; the activities or range of activities that may be included within each programme; and the resources (existing and additional) to support learners on these programmes.



***Bringing together stakeholders - staff from service departments and academic schools, as well as invited “at risk” students, for example in a workshop, would provide an opportunity to review existing models as well as proposition test any alternative models of support and modes of delivery.***

### 10.5 Numeracy and literacy skills audit

A skills audit may be necessary in order to obtain a detailed understanding of the numeracy and academic literacy skills required at programme level. Support staff in Skillzone may be best placed to design the tools for the audit in collaboration with colleagues in the Centre for Excellence in Learning & Teaching (CELT) and school Leaders in Learning & Teaching (LILTs).

Data from the audit could be used to inform the development and delivery of general support as well as bespoke support for specific programmes. However we recognise that undertaking a skills audit is no simple endeavour and would require sufficient resources to be rigorous and robust.

***Investigate the feasibility of undertaking a skills audit, including the resources required, and subject to this undertake a pilot audit in a single academic school or selected programmes across all schools.***

### 10.6 Diagnostic testing

We note that funding was secured by the Library & Learning Service (LLS) to provide licences for computer based diagnostic testing (BKSB) in maths and English. Diagnostic testing of all undergraduates on entry could provide:

- Overall level of competence in basic mathematical skills/numeracy and academic literacy/English skills of students by programme of study.
- Identify gaps in mathematic knowledge and areas for improvement in numeracy and academic literacy/English of individual students.

The former would be useful for academic staff delivering programmes and support staff developing and delivering generic and bespoke support. And the latter for individual students to take appropriate action – seek support – to bridge the skills gaps.

***Diagnostic testing should be compulsory – a condition of entry – for all GAIN students. Consideration should also be given, subject to licences and resources, to making diagnostic testing available to all undergraduates at the start of the academic year. If diagnostic testing is not compulsory then a compelling case needs to be made to students.***

***Data from diagnostic testing should be used to inform the development and delivery of maths/numeracy and literacy/English support centrally through Skillzone and at school level through the LAAs.***

***Data from diagnostic testing for Gain students could also be used to inform student’s discussions with IAG and CaSE staff on the most appropriate level 2 courses based on current skill level and career ambitions.***

### 10.7 Meeting with IAG and CaSE staff

A meeting with IAG and CaSE staff would be of benefit for all “at risk” students, particularly Advance and Gain students, if possible, following diagnostic testing. As noted above the results from diagnostic tests could be used to inform student’s discussions with IAG and CaSE staff. Staff would be able to advise students on the most appropriate level 2 course to undertake based on their current skill level and career ambitions.

In some cases, following advice and guidance, learners may decide that gaining a level 2 equivalence is sufficient to ensure success on their programme and gain employment. For other students if a GCSE is necessary to enter a particular profession, depending on their current skill level, they may be advised to take the level 2 equivalence course first and then progress to the GCSE, or progress directly to a GCSE course.

***Expectations on whether meetings with advisors is mandatory needs to be made clear and if not a compelling case needs to be made to students. Expectations also need to be clarified as to whether students who currently lack level 2 certification in numeracy and or literacy are expected to work towards gaining a one by the time they graduate.***

### 10.8 Communicating with students

As noted previously we need to ensure that communication with students is clear, consistent and timely. There should be a clear explanation as to why they have been designated within a particular “at risk” category; what support, either general or specific, is available and how to access it; the university’s expectations in terms of students attendance and participation at specific events; gaining the required level 2 qualification; and finally their responsibility regarding participation and engagement with support services.

***Communication with “at risk” students should be clear, consistent and timely. If diagnostic testing is compulsory and meetings with IAG and CaSE staff mandatory then students should be advised when and where the testing should be undertaken; and how to arrange appointment with an advisor and deadline for doing so.***

### 10.9 Communication with staff

We need to ensure that support staff and academic staff are aware of provision, both general and specific, for “at risk” students in each of the current designated categories. Depending on their role staff should be provided with aggregate data on “at risk” students or in other instances details of individual students, so they can advise them appropriately.

***Ensure that academic and support staff are aware of the provision, both general and specific for “at risk” students in general and GAIN students in particular.***

### 10.10 Monitoring at risk students - Dissemination strategy

Identify stakeholders within UEL to whom reports should be disseminated. In addition to circulating reports and requesting feedback we suggest organising a focussed dissemination event which would provide an opportunity for staff to discuss as well as provide feedback in real time on findings from

monitoring reports and their own experience to further inform the development and delivery of support.

***Plan and organise annual dissemination event on “at risk” students.***

Consideration should be given to a more consistent recording and sharing of data arising from Accelerate students’ interactions with support staff. Without being burdensome key information should be collected to inform subsequent or planned follow-up meetings as well as inform colleagues within academic schools and service departments of common issues and concerns. Where there is an interaction or intervention with an “at risk” student, in this case an Accelerate student meeting with an IAG or CaSE advisor, it would be helpful if the nature of the meeting or session could be recorded; both the general nature of the meeting or session, using fixed categories; as well as the specific issues and outcomes relating to the individual student, using a free text field.

***Identify appropriate systems (e.g. ProRetention Success) to capture information. Liaise with personal tutors and support staff to develop reporting system***

## 10.11 Learning Achievement Advisors

### 10.11.1 Early engagement

In clarifying the offer to at risk students in general the role and expectation of the LAAs should also be clarified, in particular the expectation that all Advance students will have an individual meeting with a LAA in their academic school. A number of LAAs suggested that there should be an opportunity for them to introduce themselves face to face to students within their school at the earliest possible opportunity either at school or programme based events.

***Explore the possibility of LAAs being introduced to learners at school or programme based induction events.***

### 10.11.2 Gathering and sharing data

Consideration should be given to a more consistent recording and sharing of data arising from student interactions with the LAAs. Without being burdensome, key information should be collected to inform subsequent or planned follow-up meetings as well as inform colleagues within academic schools and service departments of common issues and concerns.

***Identify appropriate systems (e.g. ProRetention Success) to capture information. Liaise with personal tutors and support staff to develop reporting system***

### 10.11.3 Professional development

To a large extent the LAAs have taken responsibility for their professional development by undertaking relevant professional and postgraduate courses, mainly at UEL although a number have registered at other universities.

***Consideration should be given to developing a more extensive common initial training as well as continuous professional development for the LAAs. This could, subject to agreement, be delivered by CELT, LLS and colleagues in academic schools.***

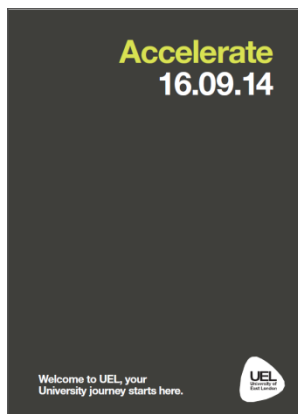
#### 10.11.4      Sharing good practice – establishing a community of practice

Whilst the LAAs share their experiences and good practice with fellow LAAs within their school, at present there is no opportunity for them to share with colleagues in other schools. Bringing together all LAAs on a termly basis over a lunchtime or half day session would be a good opportunity for them to share good practice as well as review issues emerging from engagement with students.

***Provide an opportunity for LAAs to meet on a termly basis to share good practice as well as review and flag up issues emerging from engaging with students in general and “at risk” students in particular.***

***Further explore the possibility of bring together all support staff on an annual basis not only to share practice but to use research an evaluation to inform future development and delivery of support***

## Appendix 1 – Accelerate programme (16.09.14)



# Welcome

**WE ARE DELIGHTED** to welcome you to Accelerate at the University of East London, a programme designed to ensure you have the opportunity to engage with all of the support services that will enable you to make a flying start to your studies this autumn.

In the atrium we have gathered together Student Support Advisers who are able to offer you expert advice on a range of questions and issues from money to accommodation, health and well-being to careers and more. During the day please ensure you visit and meet these key services.

#### Your programme today will include:

1. Speed interview with an adviser who will help you to identify the services that are best able to address your current questions and next steps.
2. Signposting to services on hand today, advisors will direct you to the usual location and timings of these services so that you can revisit for further support and advice.
3. Opportunity to meet, network and connect with other students as well as the opportunity to prepare for studying through on line learning in supported hubs.
4. Help and support to complete online enrolment to make sure you are ready to enrol next week.

**You have been assigned the following programme today;**

-  BLUE
-  ORANGE
-  GREEN

Please follow the programme and take every opportunity to meet people and to ask questions. Our staff and student ambassadors are on hand throughout the day and are really looking forward to meeting you.

**Today we want to ensure that you have all the support you need to take the next exciting steps.**

## Checklist

- ☐ **Student Finance in place**
- ☐ **Support with Childcare**
- ☐ **Support with a Disability**
- ☐ **Accommodation**
- ☐ **Certificates provided**
- ☐ **On-line enrolment task completed**
- ☐ **Access to accelerate on-line module**
- ☐ **Advice about part time work or transition from benefits**

Other Comments

## Accelerate: Tuesday 16 September 2014

11.30am to 4.30pm

Group: Afternoon (Orange)

Venue: University Square Stratford

### Time and session

**11.30am to 12.00pm**  
Registration

**12.00pm to 12.30pm**  
Introduction to Accelerate  
Room: G17

**12.30pm to 1.00pm**  
Welcome to the University  
of East London  
Room: G17

**1.00pm to 2.00pm**  
Coffee, Networking and  
meet Residential Services  
Location: Foyer area

**2.00pm to 2.45pm**  
Support for Accelerate  
students on line  
Location: First floor PCs

**2.45pm to 3.30pm**  
Accelerate Interviews  
Room: 1.06, 1.08, 1.09, 1.10, 1.12

**3.30pm to 4.15pm**  
Information Point  
Location: Foyer area

**4.30pm**  
Event ends

### Advice for Accelerate students

Please ensure you arrive in good time to register your attendance and receive your welcome pack.

During this session you will receive information about the programme and about the range of support services on offer throughout the day. Please make a note of the group you are assigned to and the outline of activities for that group.

A great opportunity to hear directly from our Deputy Vice Chancellor Dr Nora Colton about the elements of successful study.

The opportunity to meet staff and fellow students over coffee. Residential Services staff will be on hand to answer questions about your accommodation.

Visit the computer hubs on the first floor to access learning materials designed to support you to make the best start to your studies. You can also access support with the on line enrolment task.

During this session you will be seen by one of our Accelerate advisers. Your 15 minute interview is designed to check through with you that all the elements are in place for you to make the very best start at UEL. You may have to wait for 30 minutes to see your adviser: use the time to make note of the questions you need an answer to or any support you are looking for.

Visit the stands in the Information Point and access specialist advice and information tailored to your particular circumstances and queries. Take contact details and further information away with you. Be sure you know where to contact the services you need over the next few weeks.

The event will end for the afternoon session at 4.30pm but the Information Point will be open until 5.00pm for you to ask any final questions.

# Skills Support

**SKILLZONE** is a service which can help you with a range of study skills in particular, Academic Writing, Maths and IT. Support is provided through drop-ins, one-to-one appointments and workshops. You can email them at [skillzone@uel.ac.uk](mailto:skillzone@uel.ac.uk), or visit the website [www.uel.ac.uk/skillzone](http://www.uel.ac.uk/skillzone)

**Learning Achievement Assistants (LAAs)** are recent graduates who can help you identify areas where you might need some extra support, both pastoral and academic. You can speak directly to the LAA in your School, their contact details can be found here: [www.uel.ac.uk/ils/laas](http://www.uel.ac.uk/ils/laas)

### ONLINE SKILLS SUPPORT

The Skills Portal is our online gateway to a range of skills resources that can help you succeed in your studies, visit [www.uel.ac.uk/skills](http://www.uel.ac.uk/skills)

### WELFARE SUPPORT

**The Student Money Advice and Rights Team (SMART)**, provides advice, information and guidance on government and university funds [www.uel.ac.uk/students/smart](http://www.uel.ac.uk/students/smart)

**Health and Wellbeing** can provide advice on emotional and mental health and arrange counselling for students [www.uel.ac.uk/students/health](http://www.uel.ac.uk/students/health)

**The Disability and Dyslexia Service** provides support and advice for disabled students and those with specific learning difficulties (SPDs), including dyslexia. [www.uel.ac.uk/students/disability](http://www.uel.ac.uk/students/disability)

**Residential Services** can provide help with finding accommodation on campus, as well as advice for those renting off campus [www.uel.ac.uk/residential](http://www.uel.ac.uk/residential)

### OTHER SUPPORT

**Peer Mentoring** provides support to any UEL student on issues such as coursework, time management, and making friends [www.uel.ac.uk/ils/peermentoring](http://www.uel.ac.uk/ils/peermentoring)

**The Employability and Enterprise Team (EET)** provide CV/ application checking, interview practice and job opportunities. [www.uel.ac.uk/eet](http://www.uel.ac.uk/eet)

**The Students Union (UJLSU)** provide advice on a range of issues, including academic misconduct [www.uelunion.org](http://www.uelunion.org)

## Appendix 2 - Codes for concessionary entry decisions

SITS code	Additional support programme	SITS Description	Application/use
A2	Advance	Accepted 200-239	UCAS applicant with 200-239 UCAS points who has also met Level 2 entry requirements
A2L2	Advance Gain	UCAS applicant accepted without Level 2 with 200-239	UCAS applicant with 200-239 points who has not met our Level 2 requirements
B2	Advance	Accepted 160-199	UCAS applicant with 160-199 UCAS points who has also met Level 2 entry requirements
B2L2	Advance Gain	UCAS applicant accepted without Level 2 with 160-199	UCAS applicant with 160-199 points who has not met our Level 2 requirements
URL2	Gain	UCAS applicant accepted without Level 2	UCAS applicant who has 240+ points but has not met Level 2 requirements
NU	Accelerate	Accepted without full UCAS application	Late non-UCAS applicant to HE; met all Level 3 and Level 2 published entry requirements
NUA2	Accelerate Advance	Non-UCAS accepted below tariff	Late non-UCAS applicant to HE; accepted at below Level 3 requirements but meets Level 2 requirements
NUL2	Accelerate Gain	Non-UCAS accepted without Level 2 requirements	Late non-UCAS applicant to HE; meets Level 3 published entry requirements but did not meet Level 2 requirements
NUL2A2	Accelerate Advance Gain	Non-UCAS accepted below tariff without Level 2 requirements	Late non-UCAS applicant admitted below L3 requirements who also did not meet Level 2 requirements
NUMQ	N/A – no enrolment if have not provided L3 qualifications	Non-UCAS accepted without qualifications	Holding code for non-UCAS applicants who have not as yet submitted their qualifications. Will not have enrolment record created until we have received/reviewed them. Once submitted, will change to appropriate code in this list
BLANK	No specific support programme required; may partake in general SkillZone support		UCAS applicant who met both our Level 3 and Level 2 entry requirements

## Appendix 3 – References

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House of Lords Select Committee on Science and Technology (2012) Higher Education in Science, Technology, Engineering and Mathematics (STEM) subjects, London: The Stationery Office.

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National Audit Office (2007) Staying the course: The retention of students in higher education, London: The Stationery Office.



## Appendix 4 – Qualifications and Credit Framework

		UNIVERSITY			
LEVEL 8	Doctorate PhD				
LEVEL 7	Master's Degree MA, MSc, MPhil				
LEVEL 6	University Degree BA, BSc				
LEVEL 5				Foundation Degree FdA, FdSc	HND
LEVEL 4					HNC
LEVEL 3	A-Level	A2 AS	L3 Extended Diploma (National Diploma)	L3 Diploma (National Certificate)	
LEVEL 2	GCSE Grades A-C		L2 Diploma (1st Diploma)		
LEVEL 1	GCSE Grades D-G		L1 Diploma (Foundation)		
ENTRY LEVEL 3	Key Stage 3		E3 Diploma (Foundation)		
SCHOOL / 6TH FORM		F.E. COLLEGE			