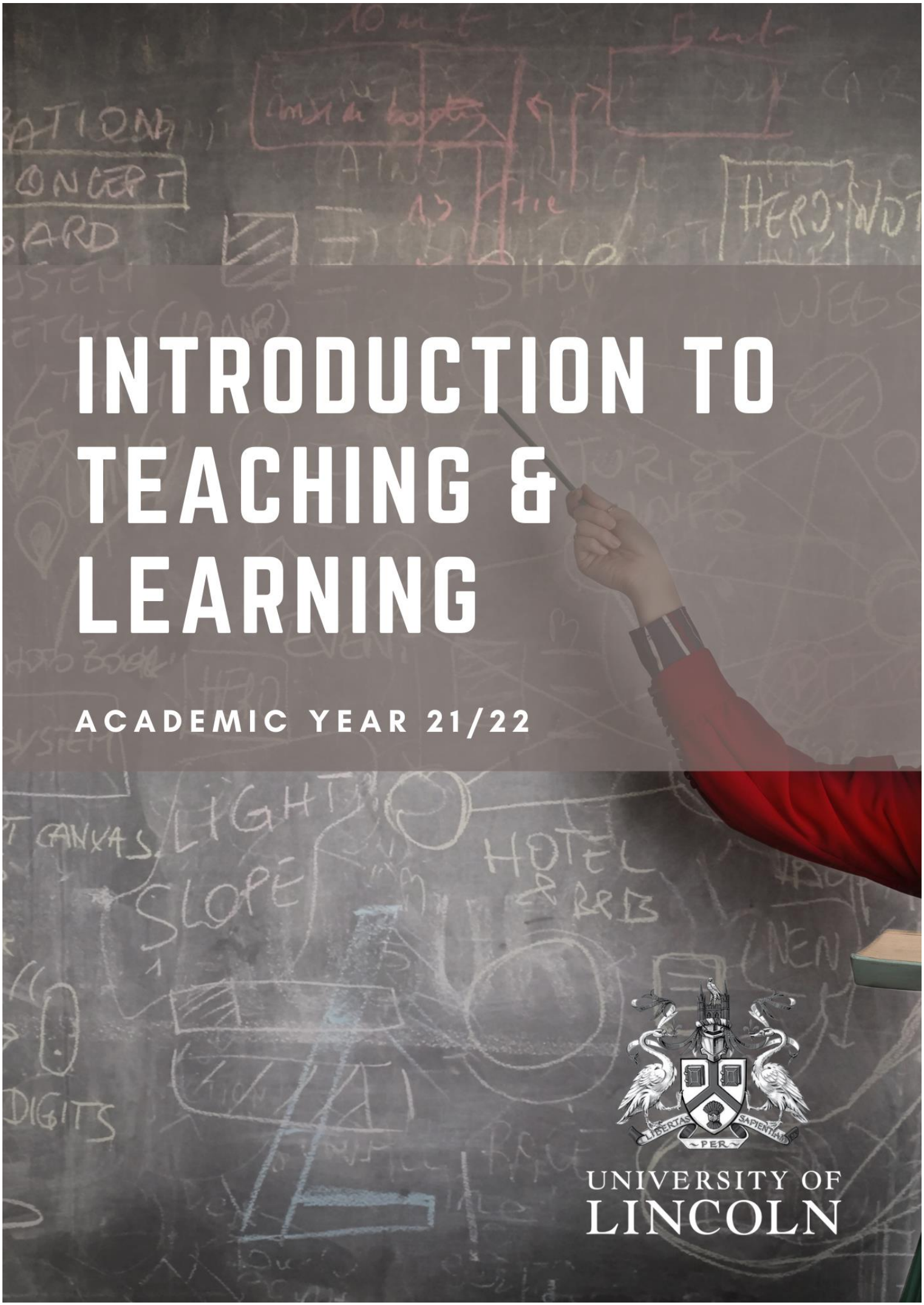

INTRODUCTION TO TEACHING & LEARNING

ACADEMIC YEAR 21/22

UNIVERSITY OF LINCOLN

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Introduction

Welcome to the teaching & learning community at Lincoln. Within this handbook you will find a range of key information and helpful resources relating to teaching and learning at Lincoln, complementing the local and central inductions you undertake as a new member of staff.

A range of information and tools focusing on broader information you will need are accessible via the University's Human Resources New Starter Hub here and information covering initiatives, updates, guides, development and support specific to those in an academic or research role can be found here.

We hope that you have find this guide useful as you settle into your new role at Lincoln. The University hosts an extensive range of information you may need to support in your role, and you will find that throughout this handbook this is linked to key sources and websites for that information.

Lincoln Academy of Learning & Teaching

The Lincoln Academy of Learning & Teaching (LALT) serves as a medium for sharing good practice, exploring new pedagogies, and working to deliver local solutions to the major challenges thrown up internally and externally around developments in learning and teaching.

Led by an elected Dean, LALT's Projects and Development Teams work across the institution in providing project support for the delivery of strategic initiatives including the National Student Survey, Higher Education Academy recognition and the Teaching Excellence Framework. Staff and student-led groups, as well as academic forums are supported in exploring areas of learning and teaching, and where appropriate peer-led CPD and seminar programmes are facilitated through the team to enable the sharing of best practice and ideas. Alongside a growing number project and forum networks an internal resources hub hosts a range of information across key projects and initiatives.

Should you have a query about teaching and learning that you can't easily find information on, or don't know who to ask, do please contact LALT via lalt@lincoln.ac.uk and whilst we may not always know the immediate answer to your query we will be able to direct you to the service or individual who can.

Under umbrella of LALT the Digital Education Team provides support to colleagues across the University to help them get the most out of available technologies for teaching and learning, sharing best practice and inspiring experimentation with new digital enhanced teaching practices. Each College has a dedicated Digital Education Developer who can provide support and guidance in the use of digital tools for teaching and learning.

For general queries related to digital education, related training sessions and support with digital tools (e.g. Blackboard and Panopto) along with general online learning matters, please email digitaleducation@lincoln.ac.uk and this will enable the team to ensure that the right person can come back to you. Alternatively visit the Digital Education Support website. Further information is also provided in the Digital Education section of this handbook.

Help Available for You

Whilst this guide sets out key information and links relevant to teaching and learning, it is also important to know where to access support and information you may find helpful personally.

Whether this relates to your own mental, social, physical wellbeing or other challenges you may be facing in life – full details can be found on the University's HR page here.

Your Development

Annual Academic Planning Review (AAPR)

All members of academic staff participate in an annual appraisal process referred to as Annual Academic Planning Review (AAPR). Objectives, development, and workload allocation aligned with this takes place between June and September, enabling adequate time for Colleges and Schools to plan accordingly.

AAPR is managed through an internal online platform which enables a focussed appraisal conversation reflecting on achievements in the previous year whilst identifying goals for the forthcoming year. This can also include any career aspirations or specific development opportunities individuals you may have.

Guidance documents can be found here and access to the AAPR system can be found here (where you will need to log in with your normal University user name and password details).

Continuing Professional Development

All staff can access a range of professional development opportunities, facilitated by Staff Organisational Development. These, along with a variety of other development programmes can be booked within your MyView account, under the My Training and Development section. Programmes continue to be updated throughout the year so it's always worth keeping an eye out for anything you may be interested in.

All members of staff also have access to LinkedIn Learning which requires log in with your university email and password. This hosts an online library of over 10,000 high-quality video tutorials/courses across a wide variety of subjects, software, and topics. Further details and how to access can be found here. Unlike face to face programme delivery, on-screen controls and resources enable users to progress at their own pace.

Digital Education also provide an extensive range of information and online learning tools, along with targeted webinar sessions designed to support the increasing delivery of digital education across the University's programmes. This covers topics such as:

- Using Blackboard
- Online teaching using Collaborate Ultra for lectures, workshops and seminars
- Recording video learning resources and micro-lectures with Panopto
- Using Talis Aspire reading lists
- Turnitin: Marking, Rubrics and Feedback
- Creating accessible learning resources and Blackboard Ally

Scheduled training weeks normally run in late July and early September, however ongoing access to recorded sessions and other key digital information can be found here.

Higher Education Academy (HEA) Recognition

Higher Education Academy recognition provides an opportunity to add to your personal and professional development by demonstrating your skills, whilst gaining valuable experience to enhance your future career aspirations.

The University's internal Higher Education Academy Recognition (HEAR) programme is recommended for any member of teaching staff who doesn't currently hold Academy Associate Fellowship (D1) recognition. For those already with D1 the programme supports application submissions through all levels of recognition (Fellow (D2), Senior Fellow (D3) and Principal Fellow (D4)).

Please email HEAR@lincoln.ac.uk for additional guidance and full details of forthcoming support events and submission deadlines. Further information can also be found here.

Key Contacts and Support

Roles and Responsibilities

The following responsibility descriptors have been designed (through consultation) to enable colleagues to see how remits connect with each other. Collectively they transparently share common duties and responsibilities, key relationships and reporting, strategic influence and operational requirements to articulate the teaching and learning environment at the University of Lincoln. Descriptors where denoted* have been further extended and incorporated into more detailed handbooks.

School Director of Teaching and Learning
Senior Tutor*
Programme Leader*
Module Co-ordinator
Personal Tutor*
Student Engagement Lead
Digital Lead
Admissions Tutors
Careers and Employability Lead

Full descriptors and handbooks can be accessed via the LALT Resources Hub here.

School Administration

Depending on your individual role you will be supported by administrative colleagues in your School who are there to ensure that key processes are delivered and maintained in relation to the day-to-day running of all programmes, including:

- Contribution to the collation of examination papers, resit papers, etc.
- Support with scheduling the submission of student work in a timely manner.
- Assistance with the management of student attendance registers and contacting students who are not in attendance.
- Inputting student marks, etc.

School Administration is overseen and co-ordinated by your College Director of Operations, whose role is to lead and manage all programme and student administration, college-based marketing, finance and other professional service staff within the College's Schools. They also act as a key liaison point for a number of central professional services, ensuring effective communication and co-operation.

Contact details for each College are as below:

College of Arts	Lesley Bunn lbunn@lincoln.ac.uk
College of Science	Vicky Mays vmays@lincoln.ac.uk
College of Social Science	Emma Seamer eseamer@lincoln.ac.uk
Lincoln International Business School	Hannah Pike hpike@lincoln.ac.uk

Student Engagement Leads

Student Engagement Leads are responsible for the oversight of student engagement opportunities within each School, as well as establishing a key liaison link between the School and the University's two central student engagement teams in the Students' Union (SU) and the Lincoln Academy of Learning & Teaching (LALT).

Leads facilitate and support the creation and delivery of opportunities for students to engage with the School and the University, within and beyond the curriculum. Collectively with Leads from central service departments, and the SU, they form the Student Engagement Network.

It is important to note that Student Engagement Leads are not expected to be solely responsible for the delivery of all student engagement opportunities within the School as these are inherent and embedded within all academic roles. However, Leads are a key contact for influencing and advocating opportunities, improving engagement levels (of both staff and students) and in turn reporting on all initiatives and activities, uptake, as well as impact.

A full listing of academic Student Engagement Leads can be found here.

College Director of Education & Students

All Colleges have an appointed College Director of Education & Students, who are responsible for providing strategic leadership in, and facilitating implementation of, the enhancement of student learning opportunities and the wider student experience, thus enabling the University to meet its strategic objectives in these areas. In so doing, they form the lead, key point of contact and primary facilitator between the University, the College and its constituent Schools and will be expected to lead on the delivery of the identified KPIs in the University's Strategic Plan; Teaching and Learning Plan; Digital Education Strategy; Student Engagement Strategy and other relevant strategies and related policies.

Contacts details for each College are as below:

College of Arts	Gyles Lingwood glingwood@lincoln.ac.uk
College of Science	Andy Evenden aevenden@lincoln.ac.uk
College of Social Science	Mark F Smith mfsmith@lincoln.ac.uk
Lincoln International Business School	Elaine Clarke eclarke@lincoln.ac.uk

College Director of Academic Quality & Standards

Each College also has an appointed College Director of Academic Quality and Standards who are responsible for overseeing all quality assurance, regulatory and curriculum development activities within each College – and a key link between the College and the Office of Quality Standards and Partnerships.

Contacts details for each College are as below:

College of Arts	Finn Pollard fpollard@lincoln.ac.uk
College of Science	Kevin Jacques kjacques@lincoln.ac.uk
College of Social Science	Lyndsey Harris lyharris@lincoln.ac.uk
Lincoln International Business School	Martin Elliott-White melliottwhite@lincoln.ac.uk

School Director of Teaching & Learning

All Schools have an appointed Director of Teaching & Learning who plays a key role in supporting teaching and learning within the School's programmes of study, as well as implementing School, College and University strategies.

They work across the School with the School's Leadership team – including the Head of School and College Director of Education & Students, and Programme Leaders to support and enhance teaching and learning on all programmes in order to ensure a high-quality student learning experience.

A full listing of School Directors of Teaching & Learning can be found here.

Senior and Personal Tutors

Depending on your role, you may be a Personal Tutor. Personal Tutors fulfil a vital role in helping students settle into university life and are a consistent point of contact from enrolment to graduation – complementing and underpinning teaching and learning activity within programmes. This will include providing academic guidance in small tutorial groups, as well as scheduled one-to-one meetings. A handbook setting out further information and guidance for Personal Tutors can be found here.

Your School's Senior Tutor will be responsible for co-ordinating the tutorial programme for your School and a full listing of all Senior Tutors can be found here.

As a Personal Tutor, should you have concerns regarding ongoing or repeated non-attendance, or are worried about something that may be impacting an individual student's ability to engage in their studies, you should be able to sign-post them to specialist centre services as required. You can access the Student Services staff guide to signposting support services for students here.

Academic Policies and Regulations

As a new member of academic staff there are a number of key academic policies and regulations that you will need to be aware of.

These are all hosted on the Secretariat website, where you will find an A-Z of all academic policies here and a full list of university regulations here.

Depending on your role, some of these that may be of particular interest and relevance include:

- Marking and Grading, and Management of Students' Assessed Work in Taught Programmes
- Student Engagement and Participation Policy
- Postponed Classes Policy
- Student Support and Tutoring Policy
- University General Regulations
- Undergraduate Regulations

As a new member of staff at Lincoln you should also be aware of the University's current Strategic Plan which can be found in full here and viewed as a single page summary here.

Teaching & Learning – Delivery, Development and Monitoring

Teaching and Learning

Student as Producer is the name given to a set of principles that underpins the university's learning and teaching approach. It represents an institution-wide commitment to a policy of research-engaged teaching and learning, whereby all students have an opportunity to engage in research and to learn through activities that mimic the processes of research.

Key Principles

- Discovery: Student as Producer
- Technology in Teaching: Digital Scholarship
- Space and Spatiality: Learning Landscapes in Higher Education
- Assessment: Active Learners in Communities of Practice
- Research and Evaluation: Scholarship of Teaching and Learning
- Student Voice: Diversity, Difference and Dissensus
- Support for research-based teaching through expert engagement with information resources
- Creating the Future: Employability, Enterprise, Beyond Employability and Postgraduate study

More broadly, Student as Producer restates the meaning and purpose of higher education, emphasising the role of students as collaborators in the production of knowledge, as well as promoting a high level of student engagement in every aspect of university life.

All programmes are required, through validation, revalidation, and periodic review, to demonstrate how the principles of Student as Producer are incorporated. This may include reference to research-engaged teaching; consideration of space and spatiality within that teaching practice; how that teaching may be written as a scholarly research project; where and how appropriate technologies will be utilised; the extent to which students are involved in the design and delivery of the module; and how their learning will enable them to see themselves as having a role in creating their own future in terms of employment and by making a progressive contribution to society.

All academics have a part to play in actively encouraging student engagement and participation, inviting and welcoming both formal and informal feedback, working constructively with student representatives and others to identify issues and collaboratively develop solutions.

Office of Quality, Standards and Partnerships

The Office of Quality, Standards and Partnerships (OQSP) is responsible for assuring and enhancing the quality and standards of the University's awards and programmes, across the range of its academic activities.

The Office approves, monitors and reviews all academic programmes and partnerships, and provides the expert independent and impartial guidance and direction to all staff across the institution and to the University's national and international academic partners.

The OQSP website hosts extensive information and guidance relating to the development and monitoring of all programmes at Lincoln, as well as key documents and resources relating to assessment activities – which are a fundamental aspect of the student learning experience.

Working with the academic architecture provided by the Quality Assurance Agency, the University has established a framework on which to hang its assessment principles and practice. As the University awards its own degrees it must ensure parity of standards across all levels, all disciplines and for all students. Creating a clear framework for the execution of assessment practice is therefore essential to secure those standards.

The University therefore has a comprehensive assessment framework to aid in the production cycle of assessment, and the monitoring and enhancement of them, and the procedures that support them. It is comprised of three key components:

- An overarching Assessment Charter
- Updated Assessment Regulations and Policies
- A comprehensive Assessment Design Criteria

All assessment framework resources are hosted on the OQSP website and can be navigated via the linked sections below:

ASSESSMENT CHARTER	The University's Assessment Charter details the principles of the University's approach to assessment practice. Developed by staff and students, the Charter is accessible to all, supporting partnership working with both staff and students, and understanding the associated responsibilities of each against a set of core principles for effective assessment practice.
ASSESSMENT REGULATIONS & POLICIES	Alongside the principles of the institutional Assessment Framework, all assessment practice must align to relevant University Regulations and the University's Assessment Policy (Marking & Grading, and Management of Students' Assessed Work in Taught Programmes).
ASSESSMENT CYCLE	Programmes of study are designed so that curricula, learning outcomes and assessment are aligned with each other, enabling reliable assessment with an effective learning experience. Guidance on assessment design, assessment delivery, feedback & evaluation, and marking and grading can all be navigated from this section.
ASSESSMENT TYPES	It is important to ensure that students are assessed using different methods and engaged in a varied diet of assessment throughout their studies, relevant to their discipline and the world of work beyond their studies. Different types and examples of assessments can be explored within this section.
ADDITIONAL RESOURCES	As a key element of the student experience, links to further information sources (for staff and students) can be accessed from this webpage.

External Examiners

All programmes which lead to an award must have appointed External Examiners. In line with guidance for staff Heads of School are responsible for ensuring that External Examiners are in place before the beginning of each academic year – where they may be appointed to subjects, programmes or modules, depending on the school's individual requirements.

The University has a duty to ensure that its responsibility for the standards and quality of programmes are discharged through its effective and scrupulous use of External Examiners. They therefore play a central role in the maintenance of the standards of the University's awards and the currency of the curriculum through:

- Approval of assessment tasks and examination papers
- Discussions with relevant academic staff
- Review of samples of student work on modules within the subject or programme
- Endorsement of marks to confirm that the marks are an agreed, fully moderated and externally examined set of results
- Attendance at appropriate Boards of Examiners and subsequent submission of annual reports
- Approval of programme modifications

For further information on the specific role of External Examiners please refer to the University's External Examiner Handbook.

All External Examiners are required to submit a report to the University on an annual basis. In discharging their duties, External Examiners (appropriate to their individual remit) should offer critical and constructive comment on:

- Appropriateness of academic standards, comparable with other UK institutions and in response to national benchmarks
- Principles of Student as Producer and the extent to which they have been embedded in modules/programmes
- Whether programme/module content is relevant and up to date
- Comparability of performance across different cohorts and/or delivery centres
- Appropriateness and standards of assessments being used to assess students' attainment of module learning outcomes, and standards of marking and student performance
- Application of regulations relating to progression, and attainment and classification of awards
- Administrative arrangements for the assessment process
- Consideration of module reports and statistics, and any related issues
- Whether programmes/modules reflect PSRB requirements, as appropriate

Programme Leaders are required to share External Examiner feedback with Module Co-ordinators, and this can in turn be used to enhance programme delivery as well as inform any programme changes/modifications (in line with routine maintenance as above). The External Examining Quality Assurance Manual sets out the processes across the University to manage and respond to the information provided by External Examiners.

Module and Programme Specifications

Module and Programme specifications are a concise and definitive description of the intended learning outcomes and assessment for the module (and Programme), and the means by which the outcomes of these are achieved and demonstrated. These are usually further elaborated in student handbooks and material made available through Blackboard. The intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance.

Programme specifications show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes and so must relate to the learning and attributes developed by the programme as a whole.

All programmes leading to a University of Lincoln award must have a programme specification document – based on Quality Assurance Agency (QAA) guidelines – created using the approved University templates.

Once set, these programme specifications are normally available for public view on the relevant programme page of the University's corporate website. Please note that due to changes required as a result of Covid-19 this is not currently the case.

Programme and Module Modifications

The responsibility for approving programme modifications lies with each respective College Academic Affairs Committee (CAAC). Programme Modification includes, but is not solely restricted to, additions to, and deletions from, a programme's set of modules. These should be looked at cumulatively over an academic year.

Changes allowed within this process can have far reaching effects but are not as substantial as changes requiring revalidation. Such modifications must be fully approved by the College Academic Affairs Committees (CAAC) and submitted to the Office of Quality, Standards and Partnerships.

Please note: Structural changes to modules, that affect the production of central timetables, must be approved by College Academic Affairs Committee in January/February, in order to enable formal delivery the following academic year.

Changes to modules that are not structural, such as assessment changes, must be approved by the end of July, for delivery the following September.

For further information please see the Programme Modification section on the Office of Quality, Standards and Partnerships (OQSP) website.

Routine Maintenance

It is essential good practice for programme teams to review and update those aspects of programmes and modules that are not validated as definitive information, and therefore do not require approval through the programme modification or revalidation processes.

The table below is an extract from the Programme Modification Quality Assurance Manual which indicates the categories such changes will fall under.

Routine Maintenance	Programme Modification	Re-validation
Updating of reading lists with Talis Aspire	Smaller scale changes to a programme's structure within and across its levels / stages – i.e. amending, adding, or deleting modules.	Substantive changes to a programme's structure within and across its levels/stages.
Updating of Programme Leaders and Module Co-ordinators	Minor changes to overall programme /module teaching and learning and/or assessment strategies.	Major changes to overall programme/module teaching and learning and/or assessment strategies.
Revisions to a module's outline syllabus.	Change to module learning outcomes.	Changes to a programme title (must be approved by PPOG, on behalf of SLT and AAC).

Routine Maintenance	Programme Modification	Re-validation
Minor changes to a module's teaching and learning methods.	Changes to any aspect of module specification content which does not impact upon wider programme content (e.g. changing modules outcomes may change programme outcomes).	Changes to programme learning outcomes.
		Changes to the mode of delivery e.g. addition of distance, full or part time delivery (must be approved by PPOG, on behalf of SLT and AAC).

The Office of Quality, Standards and Partnership can advise if there is any doubt about which category changes fall under.

Periodic Academic Review

Periodic Academic Review (PAR) is an enhancement focused review of a set of cognate programmes, undertaken to evaluate the provision while providing a robust mechanism by which the University can assure itself of the quality of the programmes. This normally occurs on a 5 to 6 year cycle. Complementary to the University's programme monitoring processes and supported by data to allow a metrically driven, risk-based approach to review, PAR processes are focused on delivering continuous improvement in the student academic experience and academic student outcomes.

The PAR process is an academic activity underpinned by peer review and externality, and informed student involvement. PAR draws upon the processes of external examining, programme monitoring, student surveys, student and employer/industry feedback, and any involvement of Professional, Statutory and Regulatory Bodies.

PAR allows programme teams to evaluate their programmes, identifying improvements, developments and innovations within their provision that will enhance the student experience, whilst aligned to strategic plans. The Periodic Academic Review Quality Assurance Manual sets out the principles and process for periodically reviewing the University's academic provision.

Further supporting information on programme monitoring and evaluation can be found on the QAA website here.

Programme Monitoring

Complementary to the University's Periodic Academic Review processes, monitoring processes allow programme teams to identify innovations and developments within their provision that enhance the student academic experience and its outcomes. It seeks to explore innovation and entrepreneurship within programmes. It questions whether improvements have occurred, evaluating 'what works' and 'what doesn't' and how programme teams close loops on any identified issues or problems that need addressing.

Programme Monitoring Reports and Action Plans are created within the Continuous Programme Monitoring System where programme specific data is pre-populated and performance rated to support a metrically driven, risk-based approach to monitoring.

Programme teams are required to evaluate the data and provide supporting commentary to highlight any required improvement strategies and good practice that can be shared. In addition, the Monitoring Report requires evaluation of student, External Examiner, employer/industry and PSRB feedback.

The Programme Monitoring Quality Assurance Manual sets out the approved processes and the operation of responsibilities for programme monitoring.

Module Evaluation

Engaging in focused conversations with students about their broader teaching and learning experiences at Lincoln is an important part of the student engagement agenda.

To ensure qualitative data is captured through both informal and formal mechanisms, programmes are required to undertake informal mid-semester engagement activities, as well as formal end of module evaluation.

The current format for delivery is set out below:

- Mid-semester engagement activities enabling informal health checking of programmes, as well as bringing students together to share their views and feedback, will be led through activities locally agreed by programmes with the School Director of Teaching & Learning. Findings will be reported into Subject Committees and other School forums, enabling School's to have autonomy over content and timing of this process. Student Engagement Leads are also key this.

- Formal module evaluation, feeding into quality assurance processes, separately provides students with the opportunity to give more specific feedback on individual programme modules. Led by Module Co-ordinators within timetabled class sessions, online capture of student responses to a specified question set will enable data to be made available centrally through Dashboards (feeding into exercises such as continuous programme monitoring and External Examiner reporting).

As key opportunities to capture student feedback, it is important that the following key principles are followed by all:

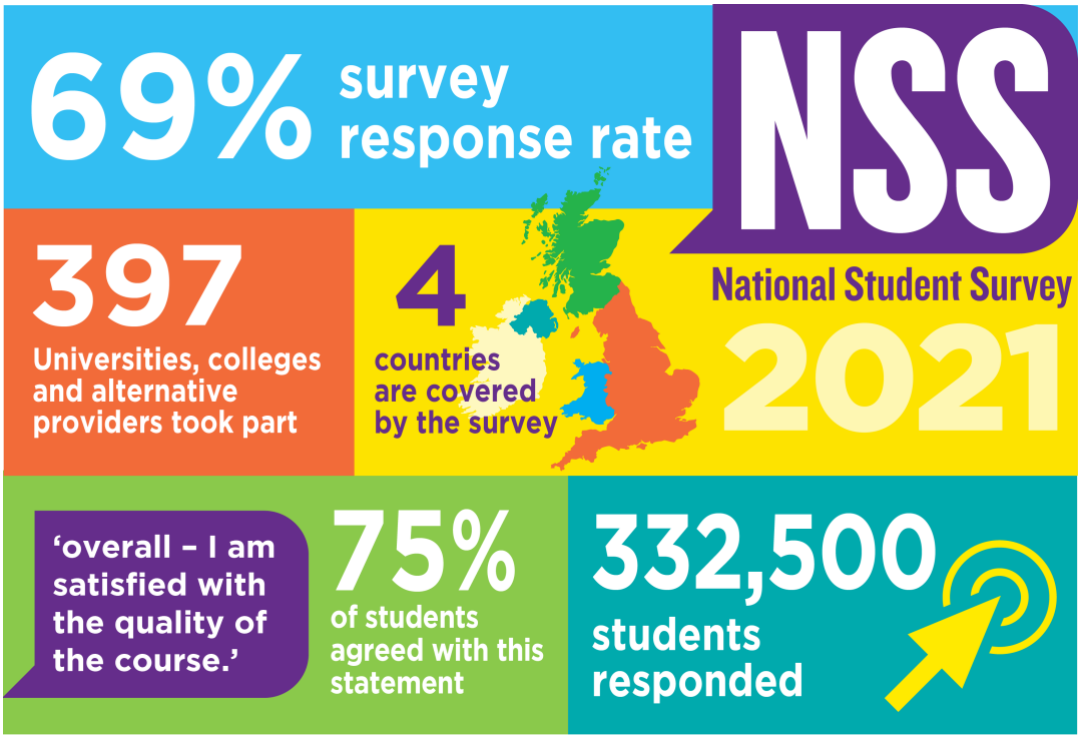
- Each School should discuss and select the most appropriate approach to conducting informal activities in conjunction with their School and programme reps.
- Conversations between students and staff are the basis for all informal activities and should feel personal to all students.
- Feedback and outcome communications from engagement activities and module evaluation should be shared with students as quickly and effectively as possible; and
- Students should be invited to work with staff on finding solutions to areas where improvements or changes are required.

It is important to understand that the purpose of module evaluation is not solely to uncover issues or set out to highlight problems, but to promote, recognise and celebrate best practice in teaching and learning, and positive student experiences.

National Student Survey

In addition to internal data capture, the externally commissioned National Student Survey (NSS) gathers opinions from final year students about their time in higher education – asking them to provide honest feedback on what it has been like to study on their programme at university.

The survey currently features 27 questions over eight categories (Teaching on my Course, Learning Opportunities, Assessment and Feedback, Academic Support, Organisation and Management, Learning Resources, Learning Community and Student Voice) as well as giving respondents the opportunity to make positive and/or negative comments in a final open-ended question.



This is an influential source of public information about higher education, as well as giving students a collective voice to shape the future of university programmes for both current and prospective students. In addition, it provides the University with the opportunity to understand how our students perceive their studies and how they have engaged with them.

The data from NSS, particularly the qualitative feedback, is crucial to informing and developing practice in all programmes and informs other key quality and standards reporting including the Teaching Excellence Framework.

Publicly published data from the survey is released in early July and quantitative data drawn from these responses is accessible via discoveruni.gov.uk which enables prospective students to find and compare courses, choose what and where to study and ultimately decide if university is the right choice for them.

Open comments provided by students in response to the survey are not included in this information and are only available to each university – which are then made available to staff via central Dashboards.

Programme Leaders will share and discuss the full data within their programme teams each year. This in turn will drive action planning across the programme to ensure that, as and where appropriate, student feedback is consdiered and addressed, as well as fed into continual programme montiroing and enhancement.

Students

Marketing and Recruitment

Open Days and Applicant Days are critical for successful student recruitment and help to ensure that high calibre students are attracted to Lincoln. The decliners' and new entrants' surveys always refer to the experience of the applicant at these events. "Exciting", "passionate" and "enthusiastic" staff are the reasons students choose to apply to Lincoln.

You may be invited to support your School in these events to facilitate specific activities or be on hand to talk to prospective applicants and answer any questions they may have regarding the programme.

Dates of all upcoming open and applicant days can be found on the University website.

Student Transition

Prior to joining the University, students are signposted to the University's Student Life website which provides extensive information and advice via blogs and videos from students. This covers a broad range of topics which are relevant to making the transition into higher education, general student life, as well as for many students, what to expect when moving away from home for the first time.

In addition, the Learning at Lincoln website hosts tips from students, advice from tutors and links to resources and support on all aspects of learning and teaching at Lincoln – including what it means to study on a higher education programme, helping students to start to get a feel for what their new learning and living environment will be like.

Personal Wellbeing and Academic Support

There are a number of central services which provide support to students to ensure that they keep on track with their academic as well as personal wellbeing throughout their studies.

These are staffed with trained professionals able to support a wide range of common, as well as more complex personal and academic issues student may face, and include:

- Student Services including Student Wellbeing Centre & English Language Centre
- Library and Learning Development
- Careers & Employability
- ICT Services
- Residential Services
- Students' Union Advice Centre

You may also be a Personal Tutor, so will need to be able to understand the support each service can offer and be able to actively sign-post students to these services for their support as and when they may need it.

Most of these can be quickly accessed through links hosted on Blackboard through the My Support Services menu tab or My University tab – as well as appearing as quick links on the corporate desktop.

Alumni

Alumni relations are an important connection to maintain with the current student body where Programme Leaders, Module Co-ordinators and Student Engagement Leads may consider how alumni can enhance the student experience by including talks and networking opportunities within the programme, enabling graduates to share their experiences, as well as provide mentoring support or even work placements.

Should you require further information or support to access the network please contact the Alumni Office.

Student Reps

Managed through the Students' Union (SU), Student Rep appointments play a vital role in linking student ideas and issues on their programme of study with the university in order to give students the best learning experience possible. These include Course Reps, School Reps and College Officers, and all have specific remits around the university and student forums they feed into.

A Course Rep's role is to gather feedback, ideas, and issues from their peers on their course so that they can take them forward to meetings in their School, Rep Forum within the SU, and to the relevant University and Students' Union staff. They will work closely with their School Rep to play a part in creating an effective, fulfilling academic experience for every student at the university.

Course Reps are supported by academics, Students' Union staff, the Vice President Education, and their School Reps and College Officer.

Central Support Services

Careers & Employability

The Careers and Employability team work collaboratively with academic colleagues to support their aspirations for their students, offering consultation and development support for embedded approaches to Careers and Employability.

It has never been more important for the University and its students to be engaged with their career planning from the outset of their studies. In an increasingly competitive graduate labour market, students need to be aware of and switched on to the attributes and skills they will need to meet their career aspirations.

To enable the delivery of this across academic programmes, information and guidance for staff is available on the most appropriate and effective support at each level of students' studies – which can be in the form of delivering employability workshops, lectures or seminars, as well as consulting on employer led expertise in relation to skills development, work based learning, career planning and graduate opportunities.

Students can similarly access a variety of services and events, including one-to-one careers guidance; sign-posting to online tools and resources; and workshops, lectures and events hosted both centrally and within their curriculum.

Advisers can help students to identify, improve and enhance their employability skills and attributes through the university's employability framework, the Lincoln Award, enabling them to gain recognition for activities they are engaged in, whatever sector or career path they are looking to follow – in addition to the wide range of university and external placement, part-time and graduate employment opportunities advertised through the service's Career Linc portal.

Full contact information for the team and service available can be found here.

For the most up-to-date news and information on opening times and access to services please visit the Careers Website.

Library and Learning Support

The Library's team of Academic Subject Librarians work closely with Schools in order to maintain and develop the resources available in the Library for each programme, with an allocated Academic Subject Librarian(s) for each subject area able to provide support and assistance to staff and students, including:

- Acting as a contact between your academic department and the Library.
- Offering individual staff training on searching skills, current awareness services, reference management and using the Repository.
- Providing research support to staff and students.
- Attending departmental meetings and subject committees to provide updates on Library developments.
- Delivering library inductions and workshops for your students.
- Providing student facing workshops on searching for resources, referencing and academic writing, as well as providing maths and statistics support – as well as bookable one to one appointments.
- Tailored library workshops to support individual modules.
- Offering training and advice on using reading lists (Talis Aspire) and requesting digitisations.
- Purchasing new books for the library's collection and managing your subject's book budget.

You can find out further information on all the services and support available in the Support for Academic Staff section of the Library's website.

Student Services

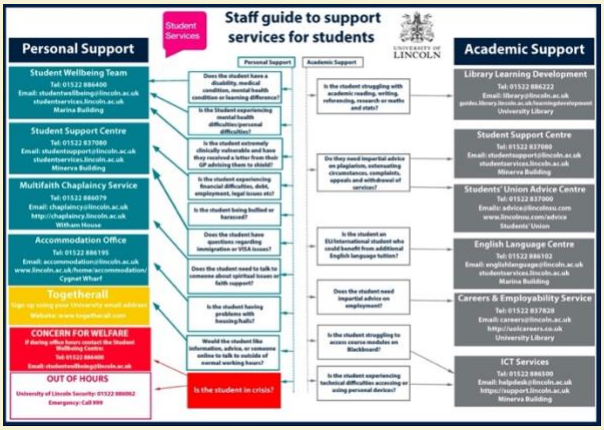
Student Services is home to a number of specialist teams, providing guidance, information and expert help across a range of day-to-day issues, as well as more complex individual and personal challenges that students may encounter while they are studying at university. Even if your students may see you as their first port of call for such matters (and as a Personal Tutor this will very often be the case) it is helpful to be aware of the support offered through Student Services to be able to direct them to this, should they need their help and support.

It can sometimes be hard to remember where everything is, or what support is on offer. To help you navigate this, all University computer desktops display this pink icon. This will take you directly to the Student Services website and a range of menu options to help you find the right service and support.

Staff Guide to Support Services

Student Services have created a useful flowchart for staff to use, which sets out personal and academic support services, the types of issues they can help with, and how these can be accessed.

A version has also been created for students to use, and this is a key resource for those with personal tutoring responsibilities.



Personalised Academic Study Support

It is quite likely that you will come across students who have a Personalised Academic Study Support (PASS) Plan. These are for individuals with a disability, mental health condition, impairment, or specific learning difference (such as dyslexia or dyspraxia). PASS plans are established through the Student Wellbeing Team, who are part of Student Services. To help academic staff support students with PASS, a number of online guides have been produced by Student Wellbeing which cover a range of strategies staff may engage to support students with an individual or multiple diagnosis – these include:

- Supporting students with visual, hearing and physical impairments
- Support students with mental health concerns
- Support students with ADHD
- Support students with autism
- Supporting students with learning differences
- Supporting students with medical needs

It is important to note that these are intended as tips for good practice and are not an exhaustive or prescriptive list, as diagnoses will affect each student differently. Many students will have already established mechanisms that work well for them, which they will have engaged throughout their GCSE and A level studies. For those students with PASS plans, simply understanding what works best for them is a great opportunity to give them ownership of how they want to learn.

Further information on the detail behind information that will be contained in PASS plans can be found here. Whilst this is quite extensive you may find this useful for teaching, as well as supporting students, throughout their studies.

Digital Education

Digital Education

Digital Education supports colleagues across the University to get the most out of the available technologies for teaching and learning, share best practice and inspire experimentation with new digital enhanced teaching practices.

The University's Strategic Plan encourages the embedding of digital education to enhance teaching and learning practices, whilst also preparing students to act confidently in the digital age. Digital education is not new bits of software, a website service, or a mobile app, however, these are tools that can assist you in its delivery. The most important element to consider is the underlying pedagogies that best suit your programme and making use of the digital resources that best meet your needs.

Each College has a dedicated Digital Education Developer to support the use of digital tools for teaching and learning. Consultancy and Engagement services also help facilitate the development and implementation of online teaching and learning. Student Video Support Assistants (VSAs) also form part of the team and are available for Panopto support and video creation.

For further details and signposting to all services provided please visit the Digital Education website.

Digital Leads

Each school has a nominated named Digital Lead, who is there to help raise awareness of technology enhanced practice across the school, as well as encouraging innovation from colleagues.

Digital Leads act as a bridge between school academics and the Digital Education Team – feeding back local issues and in turn sharing the latest digital developments to help shape and support the school's digital offering in a way that is pedagogically appropriate for their discipline.

Digital Education Developers

You should be familiar with who your College's Digital Education Developer (DED) is and the services provided by the wider Digital Education Team.

College of Arts	Ben Atkinson batkinson@lincoln.ac.uk
College of Science	Luke Kidger lukidger@lincoln.ac.uk
College of Social Science & LIBS	Chavan Kissoon (Senior DED) ckissoon@lincoln.ac.uk
Lincoln Medical School	Ahmet Durgungoz adurgungoz@lincoln.ac.uk
Online Programmes	Steve Cameron scameron@lincoln.ac.uk

DEDs act as a contact for support, advice, and practical input into effective strategies to enhance teaching and learning with technology support issues. Services offered include:

- Support staff in the implementation of the digital education strategies, reducing technical barriers and enabling effective practice.
- Support the use of different technologies for education through the delivery of workshops, production of guides, and one-to-one staff mentoring.
- Support the development of digital capabilities via Continuing Professional Development training sessions for staff and students to foster and enhance digital education.

Digital Education Support

The Digital Education website hosts a range of guidance and tools, including advice, activities and resources designed to support the development and implementation of online teaching & learning.

This includes the Review, Refresh or Renew approach to support academics with revisiting their module(s) and preparing for the new academic year. This approach draws on both staff feedback and the evaluation of the ADAPT and EnABLE processes employed throughout the 20/21 Academic year.

Information on upcoming training and events delivered or facilitated by Digital Education are also hosted on the site.

Academic Matters

Extensions, Extenuating Circumstances and Suspension of Studies

Extensions may be considered if a student experiences unexpected and exceptional difficulty in preparing for or completing coursework – and importantly being able to provide evidence to support this. An extension of a coursework submission may not however be given after the original submission deadline. Practice of how this is managed and by whom may differ across Schools

Claims for extenuating circumstances, course extensions and suspensions of study are considered in exceptional circumstances that have affected a student's ability to complete their work within set timescales. Students should be well-informed about the processes for each – particularly where there is any specific School practice – as well as the relevant university regulations associated with these.

Extenuating circumstances can be described as those which cause exceptional interference with academic performance, over and above normal difficulties. Details regarding extenuating circumstances and the application process can be found here (you may be asked to sign in using your University email address and password) and specific queries can be raised with Student Administration. Further information and some ground rules can be found here.

Students who for valid reasons are not able to complete their year of study can suspend or interrupt their studies for a specific period of time. University regulations indicate that the usual period of interruption is one academic year at a time (up to two years). This however may be subject to more restrictive requirements or professional bodies where further periods of interruption may be allowed at the discretion of the University.

Students should be aware of the financial implications that may result from interrupting their studies, as well as academic consequences – such as any impending changes to the programme itself or module options. The expectation would be that this is something they should discuss with their Personal Tutor as well as seeking independent guidance from the Advice Service.

Academic Offences

Academic offences allegations (e.g. plagiarism) are usually identified by academics when marking a piece of work (although offences can also include cheating in exams) at which point the matter, including the evidence base for the suspicion, should be forwarded to the Head of School.

Depending on the student's level of study and whether they have previously committed an offence this will determine one of two options for investigation – either the summary procedure (exclusively dealt with by the Head of School); or a full investigatory procedure (if a Head of School considers there is a prima facie case following interview) where the case is referred to the Academic Offences Committee.

Examples of academic offences students can be accused of include plagiarism, cheating, collusion, misleading material and misconduct in research (inventing data, misrepresenting data etc)

The University's Secretariat (part of Academic Registry) is responsible for the management of all matters of student contention – further information on academic offences can be found on their website.

Academic Appeals

Students looking to appeal against a grade must have received formal notification of their result from an Exam Board before taking this route and they cannot appeal against academic judgement.

Trying to resolve issues informally with tutors and Programme Leaders is normally the best approach however should a student wish to lodge a Review (first formal stage of the academic review and appeals process) he/she should make contact with Secretariat in order to obtain the appropriate forms.

Student Complaints

Students may have some concerns about their academic programme, the university, or their student experience. In this instance they have a right to raise a complaint about any service the University provides and to get that issue resolved.

Informal, local resolution is always the preferred option but if complaints cannot be resolved this way a student can lodge a formal complaint.

Full guidance can be found on the Secretariat website and students should be directed to contact them via the Student Complaints page in order to obtain the appropriate forms.

Data Protection and Freedom of Information

Students have the right to a copy of the personal information held on them by the University, whether held digital or in hard copy. However, examination scripts are exempt from this, and the University is therefore under no obligation to allow students to view or have a copy of their scripts.

This exemption does not apply to the comments an examiner – either internal or external – has made in relation to the script and a copy of these should be provided to the student in a meaningful and intelligible format.

Further information on freedom of information can be found here and data protection can be found here.

Fitness to Practice

The University's general regulations include detailed sections on both Student Conduct, Discipline and Fitness to Practise. Further information can be found on the Secretariat's website and applies to students on a specific list of Pharmacy and Health & Social Care programmes. The University may add programmes to this listing as and when appropriate.

Any queries in relation to Fitness to Practice can be raised directly with Secretariat.