

## LIBRARY



### YOU SAID:

1. You said you wanted chapters on our training video recordings to help you navigate to sections relevant to you.
2. You said you thought the 'News' button on the top navigation bar of the Library website contained national and international news, not OU library news.
3. When using Library Search, you said you expected tool tips when hovering over icons.
4. When using Library Search, you said you expected to go to the Library Search homepage rather than the Library website when you clicked the 'Library Home' button.



## LIBRARY



### WE DID:

1. We added chapters to three of our most popular training session recordings: Introduction to Library Services, The Why and How of Referencing and Improving Your Experience Accessing Online Resources which is all on our YouTube channel. (Please click on this image and it will direct you to YouTube page.)
2. We moved 'News' to 'About the library' on the website, making it clearer that the news button is about the OU Library.
3. We added tool tips to Library Search. Now when your cursor hovers over icons, you are presented with a description of its purpose.
4. We changed 'Library Home' to 'Library Website' so you knew exactly where the button would take you. The 'New Search' button takes you to the Library Search homepage.

**Plus, the library are planning a co-creation project with students from the Student Voice Week 22 workshop, to develop new learning resources such as short videos/animations on library skills. They will be using students' ideas and suggestions from the workshop as a starting point/inspiration for topics.**



## ACCESS AND OPEN



### YOU SAID:

1. You said you were sometimes unaware of who your student reps were and their role.
2. You said you didn't always know where to find helpful resources and how to share tips with other students.



## ACCESS AND OPEN



### WE DID:

1. The Student Voice Week 22 session was co-run with three of the Access and Open student reps who were pleased to make contact with students and were able to answer some of their questions. One of our student reps wrote a blog following the session which summarised the session for students who couldn't attend.
2. A slide of Access and Open resources was presented to the students in the session and was added to the student rep blog. The student reps put forward some study tips of their own and collated other tips during the session and these were then also added to the student rep blog. (Please click on this infographic for a shortcut to the blog.)



## STUDENT SUPPORT SERVICES



### YOU SAID:

1. You sometimes find the one-to-one approach more helpful than online support with template responses.
2. You sometimes find the online navigation of the support available difficult to work through.
3. You find the support available really helpful.



## STUDENT SUPPORT SERVICES



### WE DID:

1. Services across Student Support will be adopting more one to one sessions and appointments.
2. An external agency is working with OU colleagues to review making our systems and processes more streamlined.
3. We continue to offer a range of options to support students according to their individual circumstances.



## LEARNING EXPERIENCE AND TECHONLOGY



### YOU SAID:

1. Students are very keen to have the option to listen to their learning materials.
2. You shared first hand experiences of connecting with other students whilst studying at the OU, and gave feedback and some potential ideas that the OU could develop that could help improve their ability to meet and connect with other students.



## LEARNING EXPERIENCE AND TECHONLOGY



### WE DID:

1. This has hugely strengthened our understanding of how we would build this tool and demonstrated a clear student desire for it. Whilst we are not able to provide exact timescales and commitments, opinions from students have shown us how important this tool would be and how we could design it to make it most useful for the needs of our students.
2. These insights have been used to shape the design of the new community page, that will be included in the new Digital Student Experience platform. The findings will also be used to help shape the vision and strategy of how the OU will improve the digital community experience in the future.



## FACULTY OF BUSINESS AND LAW



### YOU SAID:

1. You asked for module descriptors on the new stage three Law modules.
2. You asked for the Law School to develop an LLM (Master of Law) with an embedded SQE (The Solicitors Qualifying Examination) one and two like the University of Law now offers.
3. You asked if new students could have a user guide to navigate the Student Home portal.
4. You asked if Tutor Group Forums be replaced by tutor-led module-specific WhatsApp groups for each tutor group.



## FACULTY OF BUSINESS AND LAW



### WE DID:

1. Module descriptions will be live when registrations open in mid-March. There was an online session for level two students on W212 explaining the different pathways and modules, which has been recorded and is available on the module website. There will also be another online event in June where the Module Team Chairs for the module will explain further about the content of the module. And a recording of a briefing on the level tree modules on the student experience room on the law subject site and this should be available in the next four weeks.
2. We currently have no plans to develop an LLM (Master of Law) which incorporates SQE (The Solicitors Qualifying Examination) one and two. There will be an SQE pathway at level three of the law degree which will provide a foundation for students wanting to study SQE Part one.
3. In law we are amending the law induction materials to include this information.
4. We currently has no plans for this, however, the level one law peer mentoring scheme is however using WhatsApp to provide mentoring support and we will evaluate the impact on engagement at the end of this academic year. However to facilitate this FBL (Faculty of Business and Law) provided a mobile phone to the tutors moderating, therefore FBL staff are evaluating practical implications.

