

Student Support Seminar 2022

Production Lines To Make
Personalise Lines to Take

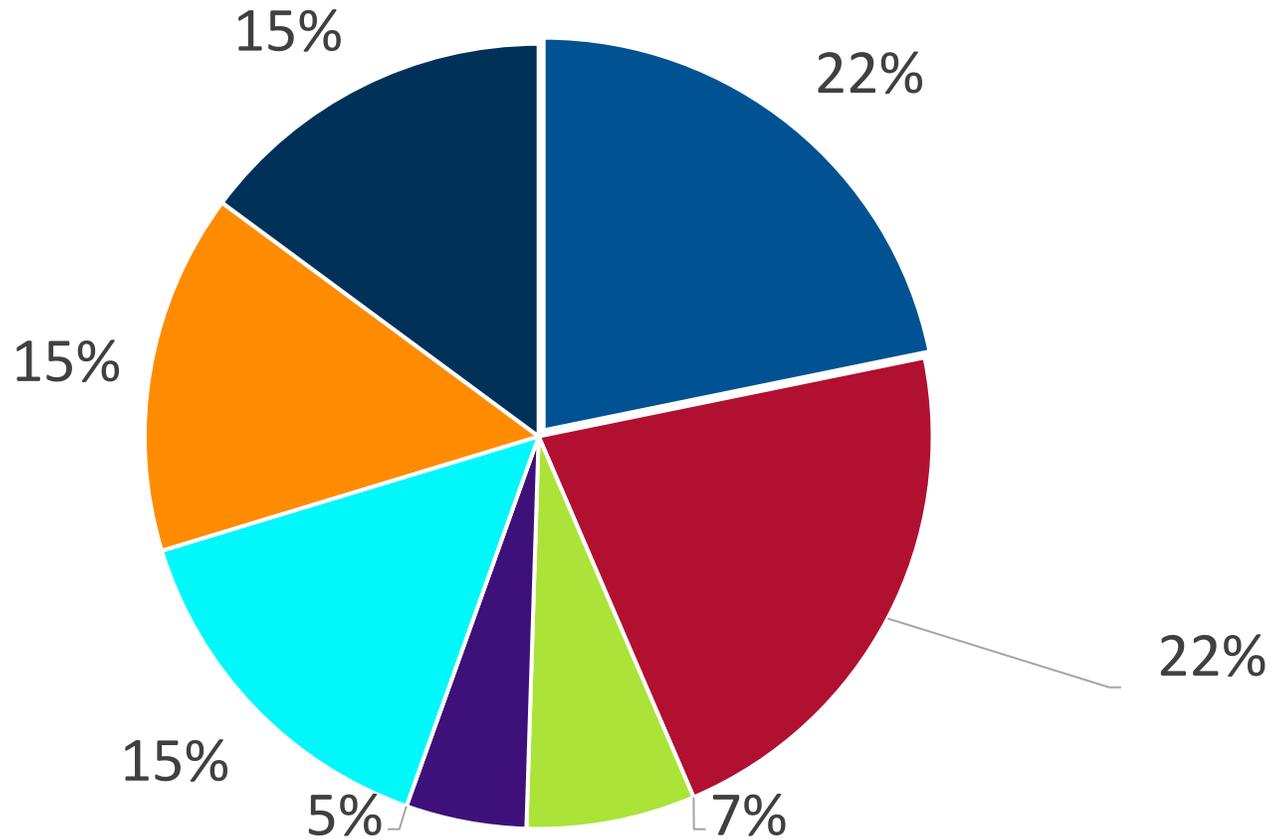
Seminar Objectives

- To enhance knowledge and understanding of customer and provider interactions
- To gain insight and feedback for continuous improvements
- To develop and share best practice
- To appreciate the demands for personalising services for individual needs

Service Standards

Service/Process	Attained accuracy (Target)	Attained time (Target)	
FT UG registration	99% (99%)	86% +5d (82%) 96% +30d (95%)	

Time Allocation Example



- Unplanned Provider Closure
- Short Course Loan Trial
- Student G
- LLE Planning
- Customer support
- Provider support
- Other

Looking Ahead

- Short-Course Loans
- Customer Engagement
- Customer Experience strategy roll-out
- HE Reforms
 - Minimum Eligibility Requirements
 - National Scholarships
 - Foundation Years
 - Higher Technical Qualifications
 - Student Numbers Controls
 - Repayments
 - Lifelong Loan Entitlement

The main title of the seminar is "HE Student Support Seminar", displayed in a large, bold, black, sans-serif font. To the left of the text is a decorative orange bracket-like shape. The background features a light gray grid pattern on the left and bottom edges, and various geometric shapes in shades of blue, green, and orange.

Office for
Students

The logo for the Office for Students, featuring a dark blue square with a yellow square in the top right corner containing the letters 'OfS' in white.

OfS

What next for the Office for Students? Enabling Quality and Equality in HE

John Blake

Director for Fair Access and Participation

Student Loans Company Seminar

April 2022

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Office for Students Strategy 2022 to 2025



Reference **OfS 2022.15**

Enquiries to info@officeforstudents.org.uk

Publication date **23 March 2022**

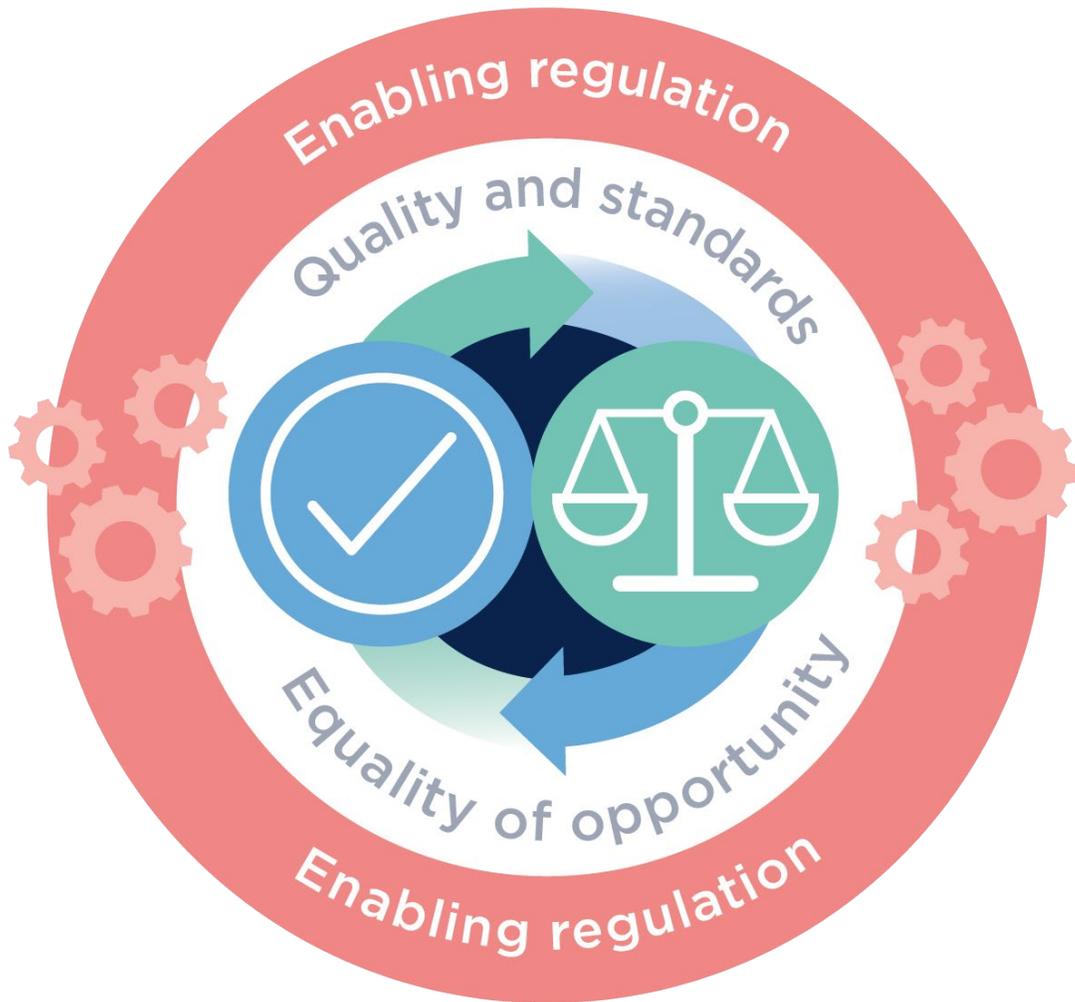
OfS Strategy 2022-2025

Our regulatory approach

We will deliver the strategy through our regulatory approach

- The regulatory baseline is a set of regulatory expectations that represent the minimum performance to which students and taxpayers are entitled.
- We regulate by reference to our regulatory baseline: taking action to ensure providers' compliance, and incentivising and influencing providers to go beyond our minimum expectations. During this strategic period, our work will be strongly focused on ensuring that providers are meeting these expectations.
- Much of the provision in the English higher education sector is exemplary; our focus as a regulator will be on addressing cases that fall short.

Areas of focus



Two areas of focus:

- Quality and standards
- Enabling regulation

An underpinning third area:

- Enabling regulation



Quality and standards

- Students receive a high quality academic experience that improves their knowledge and skills, with increasing numbers receiving excellent provision.
- Students are rigorously assessed, and the qualifications they are awarded are credible and comparable to those granted previously.
- Providers secure free speech within the law for students, staff and visiting speakers.
- Graduates contribute to local and national prosperity, and the government's 'levelling up' agenda.

We are currently consulting on our approach to the regulation of quality and standards and the content of this presentation is not intended to pre-judge decisions that will be made as a result of that consultation process.



Equality of opportunity

- Students' access, success and progression are not limited by their background, location or characteristics.
- Prospective students can choose from a diverse range of courses and providers at any stage of their life, with a wide range of flexible and innovative opportunities.
- Providers act to prevent harassment and sexual misconduct and respond effectively if incidents do occur.⁴
- Providers encourage and support an environment conducive to the good mental health and wellbeing that students need to succeed in their higher education.

⁴ Our definitions of harassment and sexual misconduct are given in our statement of expectations for preventing and addressing harassment and sexual misconduct affecting students in higher education.

See <https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/prevent-and-addressharassment-and-sexual-misconduct/statement-of-expectations/> religion or belief; sex; sexual orientation.



Enabling regulation

- Providers are financially viable and sustainable and have effective governance arrangements.
- Students receive the academic experience they were promised by their provider and their interests as consumers are protected before, during and after their studies.
- The OfS minimises the regulatory burden it places on providers, while ensuring action is effective in meeting its goals and regulatory objectives.



Students receive a high quality academic experience that improves their knowledge and skills, with increasing numbers receiving excellent provision

We will:

- Revise our conditions to set minimum requirements for quality and outcomes
- Identify courses that may not meet these requirements
- Investigate and take action where required
- Report on our actions
- Implement the next iteration of the TEF
- Improve information for prospective students



Quality and standards

Students are rigorously assessed, and the qualifications they are awarded are credible and comparable to those granted previously

We will:

- Identify courses with significant ‘unexplained’ increases in degree awards
- Investigate assessment and awarding practices and take action where required
- Report on our actions
- Consider using regulatory ‘sandboxes’ for experimental practices



Providers secure free speech within the law for students, staff and visiting speakers.

We will:

- Be clear that all providers must secure academic freedom and free speech within the law.
- Respond when a provider fails to take steps to do so
- Subject to parliament's decisions we will implement new policies
- Help students to understand what free speech within the law means



Quality and standards

Graduates contribute to local and national prosperity, and the government's 'levelling up' agenda.

We will:

- Through quality regulation, ensure students develop relevant skills
- Through TEF, incentivise providers to support student progression
- Through APPs, ensure providers address inequalities in progression
- Work with others across government to address skill shortages



Equality of opportunity

Students' access, success and progression are not limited by their background, location or characteristics.

We will:

- Review our approach to access and participation plans
- Encourage providers to seek partnerships with schools
- Through quality regulation, ensure resources, support and outcomes for all students
- Support providers with funding, information and evidence
- Publish evidence of 'what works' to improve access and participation



Equality of opportunity

Prospective students can choose from a diverse range of courses and providers at any stage of their life, with a wide range of flexible and innovative opportunities.

We will:

- Facilitate market entry for new, high quality providers
- Continue to encourage diversity of choice through funding
- Consider regulatory ‘sandboxes’ for innovative and flexible approaches
- Explore how to increase diversity of choice, using:
 - Information to stimulate demand
 - Funding to stimulate supply
- Consider new categories of registration
- Consider intervening in the validation system
- Ensure our regulatory approach works with the lifelong loan entitlement¹

¹ The ‘lifelong loan entitlement’ (LLE) is a government policy proposal to provide individuals with a loan entitlement to the equivalent of four years’ worth of post-18 education to use over their lifetime.

See <https://www.gov.uk/government/consultations/lifelong-loan-entitlement>.



Equality of opportunity

Providers act to prevent harassment and sexual misconduct and respond effectively if incidents do occur

We will:

- Collect evidence on the impact of our statement of expectations¹
- Research the nature and prevalence of harassment and sexual misconduct
- Demonstrate how providers can respond to cases, by:
 - Convening and influencing stakeholders
 - Publishing case studies
- Use investigation and enforcement where necessary
- Engage with students on these issues

¹ See: www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/prevent-and-address-harassment-and-sexual-misconduct/statement-of-expectations/.



Equality of opportunity

Providers encourage and support an environment conducive to the good mental health and wellbeing that students need to succeed in their higher education.

We will:

- Evaluate interventions on student mental health
- Work with partners in higher education, health and government
- Support providers to innovate, improve and tailor their practices



Enabling regulation

Providers are financially viable and sustainable and have effective governance arrangements.

We will:

- Consult on changes to management and governance conditions
- Proactively identify providers where governance may come under pressure
- Monitor financial sustainability and viability
- Intervene if necessary to protect the interests of students



Enabling regulation

Students receive the academic experience they were promised by their provider and their interests as consumers are protected before, during and after their studies

We will:

- Consult on changes to consumer protection conditions
- Set norms information for prospective students, contracts, complaint-handling
- Engage with students on these issues



Enabling regulation

The OfS minimises the regulatory burden it places on providers, while ensuring action is effective in meeting our goals and regulatory objectives

We will:

- Be more risk-based when monitoring and taking action
- Consider burden when reviewing our approach to access and participation plans
- Talk to providers about burdens and check that these do not outweigh the benefits
- Challenge providers to dismantle unnecessary internal bureaucracy

Student engagement

- The OfS are committed to engaging with students.
- We want to understand their perspectives and gather views to help us to act in the student interest.
- We have recently updated our student engagement priorities for 2022-23
- Our new priority initiatives align with the OfS' organisational strategy to make sure we engage students impactfully.
- We will maintain our student panel of 16 current and recent students whom advise us on policy development and increase opportunities for students and student representatives to engage with us.

Student engagement

We will aim to build a culture of student engagement over the next few years.

- We will be an organisation where:
- Students who our access and participation work is designed to support engage impactfully with our work.
- Student voices and views play an integral role in our policy development and implementation.
- Staff engage students across their work, particularly where policy will impact students

For any questions or feedback on student engagement, feel free to contact the team:
studentengagement@officeforstudents.org.uk.

How we will adapt as an organisation

We will:

- Develop our staff and equip them with the right tools
- Address EDI within the organisation
- Improve efficiency and effectiveness
- Support staff to engage with students
- Be informed by evaluation and evidence

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OfS

Thank you for listening

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Lifelong Loan Entitlement

Derek Ross – Executive Director
Student Loans Company

08 April 2022

LLE Background

Background

- The 2019, Philip Augar Review of Post-18 Education and Funding proposed the introduction of a Lifelong Loan Entitlement (LLE)
- In 2020, the PM announced a Lifetime Skills Guarantee, which included the introduction of the LLE from 2025
- The vision and ambition for the LLE was outlined ‘Skills for Jobs: Lifelong Learning for Opportunity and Growth’ and became part of the Queen’s speech in May 21 as “central to pandemic recovery”
- The political aim is to introduce a culture of lifelong learning with high quality courses that will improve opportunities, support business and in turn increase our productivity
- Through the LLE, citizens will be supported in developing the skills they need (and employers want) in a flexible manner throughout their lifetime
 - Providing a real alternative to a degree for people wanting to study beyond Level 3
 - Allowing people to upskill during their career to make career and wage progression
 - Allowing workers to retrain to respond to changes in the labour market



Lauren

LLE – Conceptual Storyboard – New Student As-Is Journey

Starting out

Starting Educational Journey

- ✓ Lauren is coming towards the end of her secondary education and is starting to think about her next steps
- ✓ Lauren is speaking to friends, family and her teachers about her choices
- ✗ Everyone is encouraging her to do a degree so Lauren applies for an undergraduate degree in Geography

Register with Student Finance

Applying

- ✓ Lauren registers with Student Finance by providing her details to create an account
- ✗ Lauren is not really sure what she will be entitled to
- ✓ She knows that she is entitled to some form of funding and decides to apply

Applying to Study

- ✓ Lauren begins her application and provides her details
- ✓ She then provides information on her course and applies for tuition fee and maintenance funding
- ✓ Lauren also has to ask her parents to support her application by providing their details

Working

- ✓ Lauren has a repayment taken from her salary for the first time which prompts her to look for her balance
- ✓ Lauren logs in to her online account and can see her current balance
- ✗ Lauren wished she had looked at this earlier as the amount surprised her a little

Graduation Changes

- ✗ Lauren graduates and struggles to get a job in her chosen field
- ✗ She gets a job as a recruitment consultant
- ✓ Lauren knows that she will have to earn a specific amount before she will start repaying

Studying

- ✓ Lauren begins her course after receiving confirmation of her funding
- ✓ Lauren needs to re-apply each year to fund the next year of her course
- ✗ Lauren does not really think about repaying her loan and is not even sure how much she owes

5 years later

Dissatisfied with Career

- ✗ Lauren doesn't enjoy her job and is frustrated that she has reached her earnings limit
- ✗ She decides to look at new career opportunities

Re-Applying

- ✓ Lauren has identified a new career pathway and is looking for courses to help support this
- ✗ Lauren finds her choices limited as she is not eligible for further funding for another degree and any suitable courses would require her to self fund

Looking to the Future

- ✗ After reviewing the cost of study along side work commitments and a potential drop in salary Lauren makes an decision that now is not the right time to re-enter education

New Opportunities



LLE – Conceptual Storyboard – New Student As-Is Journey

Lauren

Applying

Starting out



1. Starting Educational Journey



2. Register with Student Finance



3. Applying to Study

- ✓ Lauren is coming towards the end of her secondary education and is starting to think about her next steps
- ✓ Lauren is speaking to friends, family and her teachers about her choices
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LLE – Conceptual Storyboard – New Student As-Is Journey

Lauren

Changes



4. Studying



5. Graduation



6. Working

- ✓ Lauren begins her course after receiving confirmation of her funding
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LLE – Conceptual Storyboard – New Student As-Is Journey

Lauren

New Opportunities

5 years later



7. Dissatisfied With Career



8. Re-Applying



9. Looking to the Future

- X** Lauren doesn't enjoy her job and is frustrated that she has reached her earnings limit
- X** She decides to look at new career opportunities

- ✓** Lauren has identified a new career pathway and is looking for courses to help support this
- X** Lauren finds her choices limited as she is not eligible for further funding for another degree and any suitable courses would require her to self fund

- X** After reviewing the cost of study along side work commitments and a potential drop in salary Lauren makes the decision that now is not the right time to re-enter education



LLE – Conceptual Storyboard – Returning Student To-Be Journey

Marc

Starting out

Previous Educational Journey

- ✓ Marc applied for and was accepted on to an undergraduate degree course to study maths
- ✓ He received funding to cover some of his living costs as well as his tuition fee
- ✓ Marc felt that he made the wrong choice and made the decision not to continue after his first year
- ✓ Marc informed his university and the SLC of his withdrawal

Work and Travel

Applying

- ✓ After leaving his course Marc spent a year travelling
- ✓ After returning to the UK Marc took a trainee position with a design agency to learn graphic design
- ✓ Having spent 10 years with the design agency Marc is now a mid-level graphic designer
- ✓ Marc has seen a new design role within the agency but it requires qualifications or relevant experience which he does not have

Return to Education

- ✓ Marc speaks to his manager who is happy to support him gaining more qualifications
- ✓ He identifies a course that he can manage around his work commitments
- ✓ Marc is aware of LLE having seen references to it while looking for courses and wants to know if he is eligible
- ✓ Marc logs in to his student finance account for the first time in 10 years
- ✓ Marc is asked to confirm his passport number and other details required to re-confirm his identity

Understanding my Funding

- ✓ Marc receives confirmation of his funding
- ✓ He can see that his LLE entitlement has been reduced and also his new balance which includes both his previous undergraduate and current LLE funding

Application

Changes

- ✓ Marc knows the course he wants to study so immediately applies for funding
- ✓ After entering the course details Marc can see how much he will use from his LLE account
- ✓ Marc may also be eligible for additional support, he will consider if he needs this alongside how much he is earning whilst also employed

Access to LLE

- ✓ After having re-confirmed his details Marc receives confirmation that he is eligible for LLE
- ✓ Marc is able to see the previous amount of funding he received as well as the residual LLE amount available to him
- ✓ He sees how much funding he has in £'s as well as links to other useful services such as UCAS. Information he needs to make an informed choice

10 years later

New Career

- ✓ After completing the course Marc applies for the new design role and is successful in his application
- ✓ Marc had already been making repayments to his loan and so is not surprised to see his repayments increase in line with his salary

Supported in the Future

New Opportunities

- ✓ Marc is already looking to where this new career path can take him and has worked out where he wants to be in 10 years time
- ✓ Marc is feeling reassured that should he need it he will have funding available in the future as he still has residual entitlement to LLE

To Be Continued...



LLE – Conceptual Storyboard – Returning Student To-Be Journey

Marc

Applying

Starting out



1. Previous Educational Journey



2. Work and Travel



3. Return to Education

- ✓ Marc applied for and was accepted on to an undergraduate degree course to study maths
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LLE – Conceptual Storyboard – Returning Student To-Be Journey

Marc

Changes



4. Access to LLE



5. Application



6. Understanding my Funding

- ✓ After having re-confirmed his details Marc receives confirmation that he is eligible for LLE
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- ✓ Marc knows the course he wants to study so immediately applies for funding
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LLE – Conceptual Storyboard – Returning Student To-Be Journey

Marc

New Opportunities

10 years later



7. New Career



8. Supported in the Future

To Be Continued...

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LLE Background

Overview

What is LLE:

- A significant and transformative change, encompassing both HE and FE reform
- The funding system under which SFE learners will fund their L4-6 study from 2025
- A unified system across HE and FE
- Equivalent to 4 years full-time undergraduate tuition fees
- For study at HE and FE approved providers
- It is expected to enable more part-time study, and support individuals spacing out study across their lifetime

SLC Scope:

- End to end delivery of the Short Course Trial - a pathway project to be delivered in 2022
- Design and deliver the LLE user interface – due in 2025, with an earlier launch of an account service in 2024

DfE Scope:

- Policy and regulations
- Management of delivery partners (OfS, HMRC, DWP etc)
- Behavioural research (e.g. to understand motivations and drive a cultural change towards LLE)
- Any actions necessary to promote behaviour change e.g. a National Publicity Campaign (National Career Service, TV, Radio)
- Working with the sector on credit recognition and transfer systems

Ways of Working with DfE:

- A collaborative approach to develop policy, programme management, user-research and delivery plans

Short Course Trial – Key Insights

SLC looking to gain insight from SCT to help inform LLE Design

- Student experience of applying on or after the start of their course
 - Not “late” in the sense of an applications deadline.
 - Providers’ options for requiring deposits, prior to loan approvals.
- IAG resources and new channels
 - Role of employers in promoting learning - need to understand repayment obligations.
 - Providers required to deliver student finance IAG, embedded into recruitment activity.
 - Quicker repayment of smaller loan values.
- Student awareness of chargeable tuition fees
 - Specific to courses - no “headline” £9,250.
- Student engagement and attendance
 - Tracking attendance, “cooling off” and employer/partner interactions

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- A collaborative approach to develop policy, programme management, user-research and delivery plans

Opportunities and Challenges for SLC

Opportunities and Challenges for SLC

- ✓ New ways of working with DfE – the co-design approach gives SLC opportunities to understand and influence policy
- ✓ Promotes a better relationship between SLC and DfE through a better understanding and appreciation of each others organisations and pressures
- ✓ Progresses the SLC objective for policy rationalisation and simplification
- ✓ Potential vehicle to progress some of SLC's Technology Strategy work
- ✓ A better customer journey through closer alignment with UCAS
- ✗ Scale of ask for 2025, with significant change to be dealt with over the period
- ✗ Will likely constrain other delivery ambitions
- ✗ Significant political and sector interest
- ✗ Dependencies with other programmes and organisations

Potential Transition States

Potential Transition States

Personal Accounts

- Required technical changes to future proof/operationalise technology and de-risk later delivery
- IAG in line with DfE campaigns
- New SFE customers can activate their personal LLE account and view provisional entitlement
- Potential links with UCAS
- Incorporates any AY eligibility changes

LLE Launch (from Spring 2025)

- All new SFE students apply for funding under LLE
- Loans will adopt the main plan type
- LLE accounts will show balance, usage and residual entitlement
- Better Alignment with UCAS
- Products updated to reflect any AY or annual policy changes
- Funded L4 ALLs, PT and HESC move over to become modules
- Eligibility & entitlement rules aligned
- Students can apply for unified maintenance products
- Financial and operational reporting will be joined up across both systems

Future Transition State(s)

- Migration of teach out customers to LLE
- Potential DA adoption (tbc)
- Ongoing AY rollover changes, annual policy changes and enhancements

LLE Conceptual Design

LLE Conceptual Design - Prototype

ALEX SMITH LLE ACCOUNT

Hi, Alex Smith

Customer reference number: 000011112222

Welcome to your Lifelong Loan Entitlement (LLE) portal. In this portal, you can view your previous courses, your on going learning and add new courses to your basket.

Your LLE Overview



Total Funding: £40,000

Funding used: £11,200

Funding available: £18,800

LLE Information

[Update Contact Details](#)

[Update Bank Details](#)

Help and Guidance

[UCAS](#)

[Understanding LLE](#)

[Help & Support](#)

Landing Page

Citizens can view a summary of their funding as well as view their active and previous learning and search for new courses

What happens next

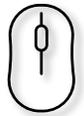
Active Learning Previous Learning ³ Learning Basket ⁴

Course Title	Start Date	End Date	Action
Entry to Design	01 Jan 2026	30 June 2027	Update ¹

Search for a new course

Search the course database to find the start date and cost of your next course. You can add this to your basket apply today or save for later.

[Course Search](#) ²



www.gov.uk/slc



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