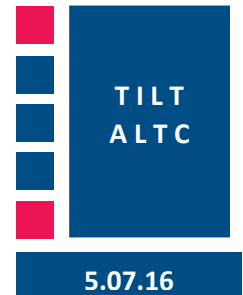


Transforming learning through Scholarship Session Abstract



Improving student success through a personalised and integrated tutorial process

Belinda Ferguson, School of Education; Stephen Wheelhouse, Employability; Jane Bonnell, Library and Learning Resources; Sarah Bustard, Student Support Services

This session explained developments in the tutorial process for year one undergraduate education students which aimed at providing an integrated approach to student support. Based on the research by Leese (2010) and Yorke and Longden (2008) that explored the nature of induction on retention and success in higher education. Yorke and Longden (2008) and Light, Cox and Calkins (2009) identified factors that impact on student success including a clear tutorial system which includes all aspects of the university, aspiration raising and bringing social and academic engagement closer. With this in mind, the personal tutorial system was redesigned to include input from the library staff, employability, student services and the student union alongside academic support to provide a central conduit to signpost resources for support or the development of skills.

The students completed an initial skills audit which was used to identify and shape their development needs over the year which were supported in the tutorial system which focused on Developing Academic, Personal and Professional skills. This was delivered in part through full cohort lectures, the content of which were then followed up in tutorials with the personal tutors.

The main areas that were included were: study skills: referencing, note-taking, using academic sources, understanding feedback; employability skills: understanding their skill sets, identifying suitable careers, adopting a professional attitude; student support: range of support and guidance including housing advice; student union: the range of opportunities to get involved in the student union societies and advice. The content was presented at a time when it was felt that the students would most need it rather than all at the beginning of the year in an attempt to bring the social and academic engagement closer (Yorke and Longden 2008) throughout the year and thus improve the retention and subsequent success of the students.

There were over 400 students involved in this system and over 30 personal tutors.

Student evaluation was undertaken through Evasys as well as discussion with students.

The session reflected on the process in 2015/16, identifying what aspects worked well and analysing any reasons were it was not as successful as intended and shared the planned developments for future implementation, utilising the feedback from students and staff involved.

References:

Leese M (2010) Bridging the gap: supporting student transition into higher education. *Journal of Further and Higher Education*, 34:2 239-251.

Light, G, Cox, R and Calkins, S (2009) *Learning and Teaching in Higher Education The Reflective Professional*. 2nd Ed. Sage. Londo

Yorke, M and Longden, B (2008) *Retention and Student Success in Higher Education*. OUP, Berks.

Belinda Ferguson is the Learning and Teaching Co-ordinator for the School of Education developed and Principal Lecturer in Education Studies led this project. Belinda has a background in teacher education and a particular research interest in student learning journeys.

Stephen Wheelhouse is the Employability Co-ordinator for the School of Education and Principal Lecturer in Education. Steve has been involved in the development of this project, particularly from an employability angle. He has a research interest in student self-efficacy and confidence.

Jane Bonnell is the Learning and Teaching Librarian with a specialist knowledge of resources to support learning and teaching for Education, Arts and Humanities and Science and Technology. She has been an active contributor to the project providing support on developing study skills.

Sarah Bustard is a Student Services Manager in Student Support Services. Student Support Services has contributed to the project by including bespoke guidance and information on Student Services during the year.