Title: **Building staff capacity through initiatives promoting successful student progression and achievement**

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Abstract:

This proposal relates to the themes of <u>curriculum design and delivery</u>, <u>educational development</u> and <u>researching learning and teaching</u> through presenting an account of our evaluation of institutional practices that seeks to effect change within student progression and success through building staff capacity.

SEDA Values

Indicate which SEDA Values may be relevant to your proposal:

An understanding of how people learn		Scholarship, professionalism and ethical practice	
Working and developing learning communities	X	Working effectively with diversity and promoting inclusivity	
Continuing reflection on professional practice		Developing people and processes	X

Session Learning Outcomes

By the end of this session, delegates will be able to:

- reflect upon the development of induction activities which promote student progression in their own institutional contexts;
- identify the emergent themes from our initiatives;
- consider the barriers to developing a transformative curriculum that facilitates successful transition.

Session Outline

Key issues to be addressed are:

This session will give an account of the impetus behind two related initiatives undertaken at Newman University College (NUC) intended to evaluate institutional practices around induction activities (including Fresher's week and extended induction) to inform the development of improved and more coherent educational practices that promote student

progression. NUC is proud of its achievements in providing access to university education through consistently exceeding sector averages and location adjusted benchmarks for recruiting students from under-represented groups (NUC Access Agreement, 2013). Hence, one of our institutional areas of focus, particularly in light of the new funding regime, is further supporting our students' progression and success through focusing on developments in the first year, a time critical to student's progression (Tinto, 2012). These two initiatives are intended to support this through enacting NUC's educative values that view learning as a shared, active and inclusive endeavour through which students become part of a transformative learning community; one they will emerge from as individuals with commitment to personal, social and spiritual growth.

We will present findings from the evaluation stage of the first initiative, an Academic Practice Fellowship in Induction and Transition, which seeks to gather data on current effective practice and disseminate this cross-institutionally. One emergent theme relates to the importance of building staff capacity when introducing a transformative curriculum (Krausse, 2012; Thomas and May, 2011) to assist and promote efficacious student progression.

Concluding, we will discuss the effectiveness of an attempt to build staff capacity in the final stage of the second initiative, an HEA Teaching Development Grant. This takes a practical approach in working with staff and students to develop academically-embedded activities for first-year students relating to feedback. Finally, the session will close with a discussion of the lessons learnt from these activities and their relevance to the wider HE sector.

Session Activities

- Group discussion as outlined below under 'interactivity' (5 minutes)
- Background to the initiatives and the findings of the evaluation (10 minute)
- Outline of the broader lessons that can be drawn from these initiatives relating to building staff capacity, and of relevance to the HE sector more broadly (5 minutes)

Indicative Questions:
What are the barriers to developing a transformative curriculum?
How do we build staff capacity to negotiate change in values and attitudes?

Where relevant please also indicate if any interactivity is planned.
To generate some answers relating to the indicative questions at the beginning of the session, we will present two very brief case studies which profile two different students at the end of their first year of study. Delegates will be asked to discuss how these students' progression might be managed.

References

Krause, K. (2012). 'Engaging students to enhance retention and success: learning from the Australian context', *Retention Convention: What works? Student retention and success,* March 2012, York

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http://www.heacademy.ac.uk/resources/detail/inclusion/Retention/EngagingStudentstoImrpo
veRetentioninWales_English (accessed 14.06.11)

Tinto, V. (2012). 'Enhancing student success: Taking the classroom success seriously', The
International Journal of the First Year in Higher Education, [online] 3(1). Available from:
https://www.fyhe.com.au/journal/index.php/intjfyhe (accessed 01.04.12).