University of Glasgow

Education Policy and Strategy Committee – 18 March 2009

RETENTION ACTION PLAN

Professor A M Nolan, Vice Principal (Learning, Teaching and Internationalisation)

A. Compendium of actions required at Faculty level

1	Devise and design options for extended induction (induction revisited throughout the first 6 weeks) – to communicate clearly the nature of learning in HE, staff expectations of students and what students can expect in terms of support for learning from staff. Review timetables of first semester. Build on examples of good practice. Note it will take the year to organise inductions of this scale for the next session **LEAD**: **Associate Deans (including representation from Dumfries campus) supported by Director of L&T Centre and Convener of RWG**
2	Introduce collaborative learning in all Level 1 courses in semester 1; Learning & Teaching Centre to offer support on curriculum and assessment design, to embed such opportunities **LEAD: Associate Deans along with RWG and L&T Centre staff**
3	Extend first-year learning communities from Engineering to other faculties. **LEAD**: **RWG with Associate Deans**
4	Associate Deans to lead discussions among Faculty staff with a view to producing a statement of the key generic attributes expected of a student at each level of study. These should then be included in course documentation issued to students, to supplement existing subject-specific Aims and ILOs and to ensure that teaching/learning methods and assessment tasks are aligned with these aims; link to graduate attributes working group chaired by Frank Coton and L&T Centre staff institutional contacts for enhancement themes related to graduate attributes. **LEAD**: **Chair graduate attributes working group leading generic work with support from relevant L&T Centre staff; Associate Deans leading Faculty development**
5	Build communities by developing societies for first year 'intending honours' students. Requires link to Department, therefore time for a staff member to be involved and provide continuity year after year; some funds for events. Student societies: support staff to support senior students to run societies; (anecdotal evidence from 3rd/4th year students of them not being encouraged either through space in the dept or finance to set up discipline-specific societies). Consider transcript recognition of students who run societies **LEAD**: **Heads of Departments, liaising with student reps; European Diploma Supplement working group**
6	Review the consistency and effectiveness of the manner in which income / resource in support of first year teaching is allocated across the University. **LEAD: Deans**
7	Identify and introduce appropriate incentives for improved retention at the Faculty and in particular at the departmental level. **LEAD: Deans**
8	Develop and deliver a University-wide system of support for students taking re-sit examinations. The Student Learning Service will begin by collating information on existing provision across the University and will then co-ordinate with Faculties on how it might best be enhanced **LEAD**: **Associate Deans supported by L&T Centre staff (Student Learning Service)**

9	Update workload models, if required, in order to allow for assessment load associated with large classes. **LEAD**: **Deans in association with Heads of Departments**

B. Compendium of actions required from University Services

10	Enhance Prospectus, Web pages and other sources of information – in particular give more clarity (in publications and as part of the dialogue at e.g. Open Day) about personal qualities and motivation that students need to bring to their study in order to succeed in their discipline and more clarity about curriculum content and academic skills and the graduate attributes they will develop through the curriculum (see point 4 above) and extra-curricular activities. Template for both to be developed by recruitment service, supported by corporate communications and the L&T Centre, and completed by departments. **LEAD**: **Head of Recruitment supported by Directors of Corporate Communications and L&T Centre**
11	Target Schools Careers Advisers with faculty/subject level information. Recruitment staff with Corporate Communications to oversee the development of appropriate material by departments (as above), decide on how the information should be held and accessed by Schools Careers Advisers, and promulgate regularly to Schools Careers Advisers. **LEAD**: **Head of Student Recruitment and Director of Corporate Communications**
12	Revisit Student Network – more academic input. Student Network Manager to plan how the network could be used to enhance the understanding of applicants or new students of the academic expectations of their chosen programme. This should be linked in to the roll out of improved pre-entry materials (see below). **LEAD: Student Network Manager**
13	Roll out pre-entry materials for all programmes for 2009 and 2010 recruitment and admissions – use pilot in Engineering as template for departments **LEAD: Head of Recruitment supported by ADs/HoDs**
14	Identify Academic Applicant advisers to ensure good academic advice / information available to applicants to promote effective conversion **LEAD: VP (L, T & I) in consultation with Deans**
15	Heads of Departments to take steps to ensure that staff are informed about the syllabus content, learning outcomes and assessment of school curricula in their subject area, at least for the relevant Higher and A Level qualifications. Staff teaching Level 1 students should aim specifically to tackle any articulation problems (with generic skills as well as subject knowledge) that can be foreseen as a result of this exercise. **LEAD: Head of Student Recruitment liaising with HoDs / Academic Applicant Advisers**
16	The University (in collaboration with other HEIs) should take steps towards bridging the gap between school and university curricula by promoting enhancements to the school curricula that will help entrants engage positively with university curricula and expectations. **LEAD: VP (L, T & I)**
16	RWG to work with the Planning Office to develop the format of a short, factual report that can be run on central databases early in the session to profile the students in each course **LEAD: Chair RWG and Head of Planning Services**
17	LTC to promote existing GTA training and online resources to faculties and review existing provision to enhance how GTA support for small group learning is addressed out enhanced training on working with small group sessions for GTAs **LEAD: Director L&T Centre**

18	Senior Management Group to provide a suitable amendment to the Estates and Buildings Strategy to include, in the medium term, the provision of student social space in every University teaching/research building. Heads of Department should encourage staff members to 'drop in' to social spaces, to improve informal communication with students. **LEAD: Director of E&B, HoDs**
19	Promote examples of good practice in student support and motivation to develop consistency across the university. **LEAD: Director of L&T Centre**
20	Review central support services provided and how they are used at induction. Make support specific – determine whether it is better embedded by lecturers delivering information during induction. **LEAD: Deputy Secretary to lead promotion of material/information about support services**
21	Student Advisory and Counselling Service - increase throughput of Student Counselling and Advisory Service –provide more generic sessions e.g. 'coping with exam stress', etc. Link in with Effective Learning Advisers' work **LEAD: Head of SRS**
22	Establish and support a First Year Co-ordinators Learning Community or a facilitated network **LEAD: Director of L&T Centre**
23	With input from Retention Working Group members nad First year course coordinators, L&T Centre to coordinate the development of the First Year good practice and other online resources such as a Moodle course **LEAD: Director of L&T Centre**
24	Use annual University L&T Conference (24th April 2009). to promote good practice **LEAD: Director of L&T Centre**
25	Review the content of AMRs in relation to the 1st year experience and also how we use AMR findings. Current AMR asks about student retention – see http://senate.gla.ac.uk/qa/acmr/amrugform08.doc **LEAD: Head of Senate Office**
26	Revise the DPTLA guidelines to put a clearer focus on the support of first-year students. **LEAD: Head of Senate Office**

C. POLICY DEVELOPMENT

27	Define consistent parameters for issuing of students' first piece of assessed work and timescale for giving feedback to students on their first piece of assessed work; embed in UoG assessment policy and communicate to faculties. **LEAD: VP (L,T & I) to lead development of assessment policy**
28	Review existing policies and regulations around withdrawal of students to fit with the new attendance monitoring policy (to be approved EdPSC 18 March) and to allow the University to take a more proactive role in determining whether students are in attendance or not. **LEAD: Convenor of Academic Standards Committee / Directors of E&B and ITS**