

INTERVENTION FOR SUCCESS

A HEFCE CATALYST-FUNDED PROJECT

Helping ALL of our students to achieve to their full potential



01 ACCURATE DIAGNOSIS

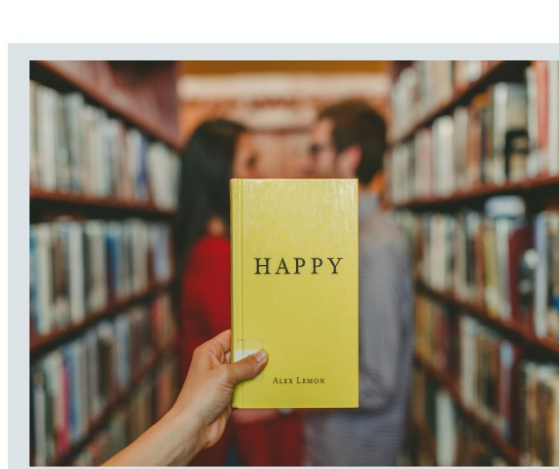
This project will develop and share ways of using data to more accurately identify students potentially at risk of leaving their courses early or of not fulfilling their full potential.

It will also produce a new and more effective initial diagnostic test to refine the identification process as a secure basis on which to select interventions.

02 EXCELLENT ACADEMIC TUTORING

An on-line programme with associated interactive materials will be designed to enhance the knowledge and skills of personal academic tutors so that they are more confident in implementing interventions to boost student academic skills and confidence.

This will include a fully digitised guide for personal tutors, directing them to academic resources, both generic and subject specific.



03 IMPACTFUL AND ACCESSIBLE RESOURCES

These will include resources that enable students to more effectively engage with and tackle challenging concepts in a range of disciplines. The resources will be designed for independent study and available to personal academic tutors for use with their tutees. They will be inclusive in terms of form and content.



04 PROMOTING A SENSE OF BELONGING

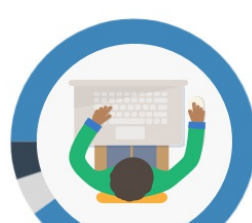
A range of activities and resources to support ALL students' sense of belonging will also be produced and these will include guidance for students and families on university life, open days or evenings for students and their families, timetabled independent study sessions supported by academic skills tutors and small scale social activities for staff and students.



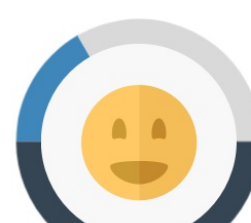
05 SINGLE RISK FACTORS



Entry qualification: Vocational are more at risk than A Level Students



Ethnicity: BME students are more at risk than White students



Mental Health: Those with a mental health issue are more at risk than those without

Example Early analysis of data has enabled one University to establish their current top three risk factors for non-continuation into Year Two of undergraduate study.

06 COMBINED RISK FACTORS

A first year, female student coming in with A levels and a high tariff score, not through clearing, now living in halls and studying for a Humanities Degree is extremely likely to continue into Year Two of her programme of study.

VS

A first year, male student, arriving through clearing with no tariff score and a level 3 vocational qualification, living in 'Other' accommodation and studying for a Science degree is more than 10X more likely to leave his programme of study during his first year.

Example Many factors are involved in combination, and these have a cumulative effect on students. Multiple regression has been used to establish the above best and worst case scenarios in one institution:

07 SUCCESS



The project aims to improve retention overall by 3% and close the retention gap between targeted groups by 5% over a four year period.

Year one will be developing resources, year two, using and trialling, and subsequent years embedding and improving the resources and their implementation.