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# Supporting Students As Part of The Early Intervention & Engagement Model - The Challenges

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# Part One -

# Exploring the Emerging Student Success Context

# Young People in Popular Culture…

**'I COULDN'T STOP CRYING WHEN TRUMP WON' Generation Snowflake… hysterical cry babies or millennial activis right now? We find**

We speak to millennials and sociolo younger generation deserve their de

**SANDWICH COURSE Students more concerned about university canteen than learning, expert claims**

Tuition fees of £9k a year have turned students into 'consumers' who do not make choices based on best courses

**'Poor little snowflake' - the defining insult of 2016**

The term 'snowflake' has been thrown around with abandon in the wake of Brexit and the US election, usually to express generic disdain for young people. How can we neutralise its power - and is it a bad metaphor anyway?

INTERNET 27 JANUARY 2017

**The myth of Generation Snowflake: how did "sensitive" become a dirty word?**

**Time to get tough with the 'student snowflakes' rhetoric**

COMMENTS 2

Tim Allen 5TH MAY 2017 View

DEe 5TH MAY 2017 View

# Recent events in HE…

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**Revealed: How Oxford University is 'home to loud mouthed, Tory-loathing, anti-Israel academics who believe only they should have freedom of expression'**

Giving Toby Young this job shows that the Tories care only for their own

Faiza Shaheen

In appointing Young to the Office for Students, the government has shown - yet again - that expertise counts for nothing, and that cronyism rules the day

## Universities could face fines over free speech curbs

"We must not allow this to happen. Young people should have the resilience and confidence to challenge controversial opinions and take part in open, frank and rigorous discussions."

**Now 'snowflake' students are drawing up lists of 'trigger words' and demanding books containing them are stripped from university libraries, says higher education minister**

News is by definition something unexpected, surprising, and probably alarming. The world is getting healthier and wealthier, which is good news, but headlines about that sort of thing just don't cut it when there's a terrorist attack or a war to report.

# Brave new world….

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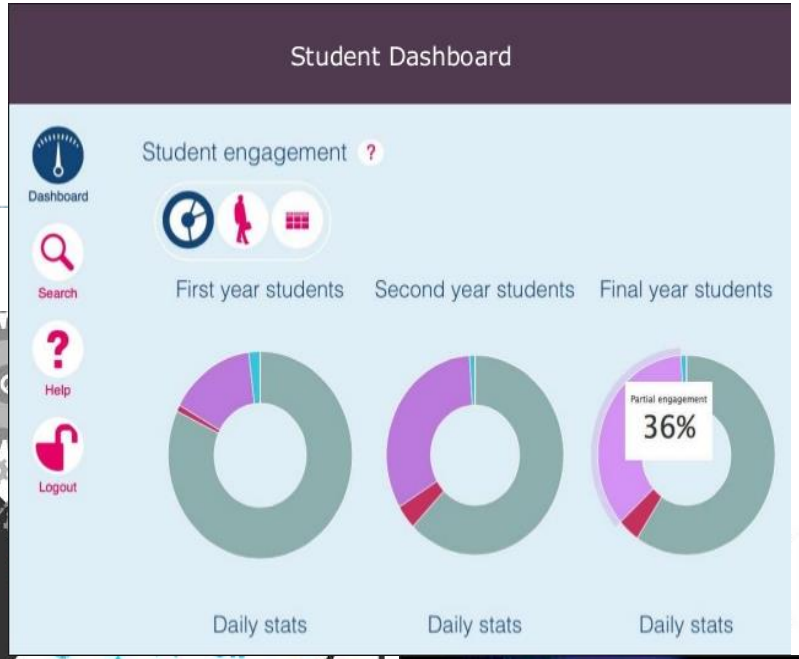
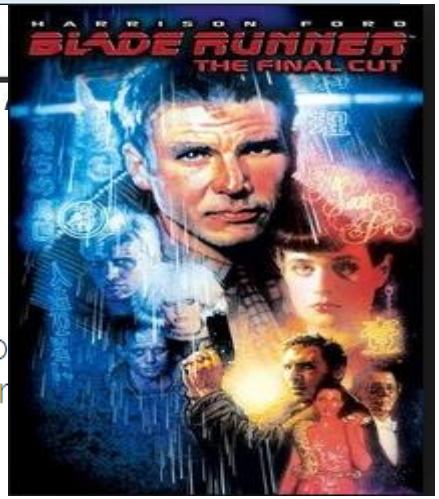
## If Google and Facebook rely on opaque algorithms, what does that mean for democracy?

According to Das Magazine, the algorithm showed incredible accuracy when tested. By analysing just 10 Facebook Likes, it could evaluate a person's character better than an average co-worker. It escalates from there: with 70 likes, better than friends; with 150 likes, better than their parents; and, with 300 likes, better than their partner.




## Should big data be used to discourage poor students from university?

An algorithm is using government data to tell those from low socioeconomic backgrounds their likelihoo
completing university, but privacy experts say it could be utilised for early intervention instead of discour

By Asha McLean | July 12, 2017 -- 06:08 GMT (07:08 BST) | Topic: Security

# Brave(r) new world?

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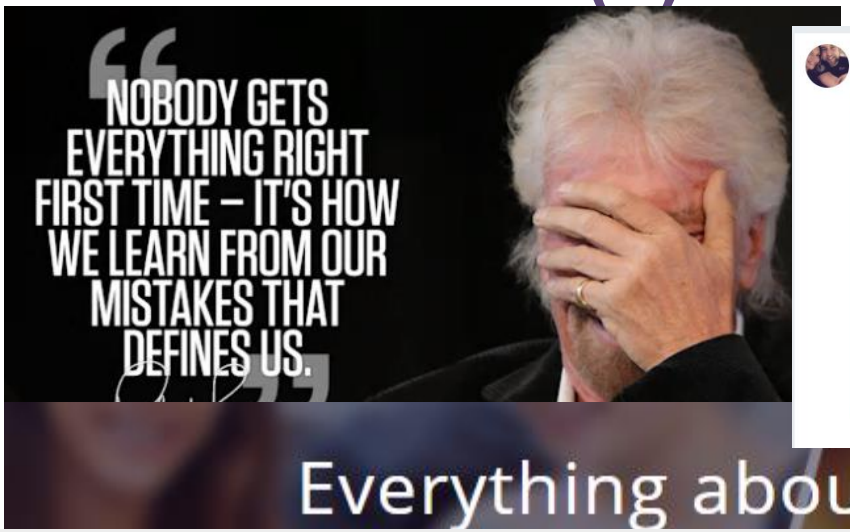

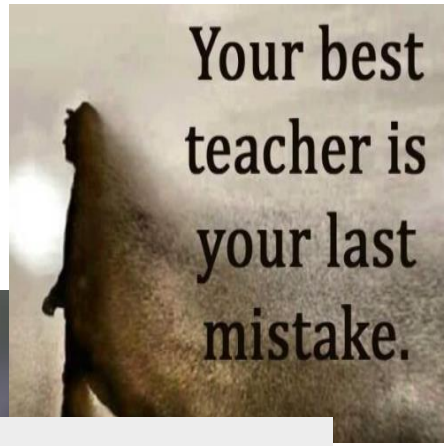


Everything about **mindset.**

## 'Growth Mindset' To Improve Students' Future; Character Education Nears Implementation To Alter STEM? [VIDEO]

## What Is Social and Emotional Learning, and How Can It Save Students' Lives?

08/09/2017 03:09 pm ET | Updated 17 hours ago

"

(Young people) want to grow up to be confident and resilient, supported to fulfil their goals and ambitions. So we are placing an emphasis on building resilience, promoting good mental health and wellbeing, prevention and early intervention, and looking at how we can do more upstream to prevent mental health problems before they arise.

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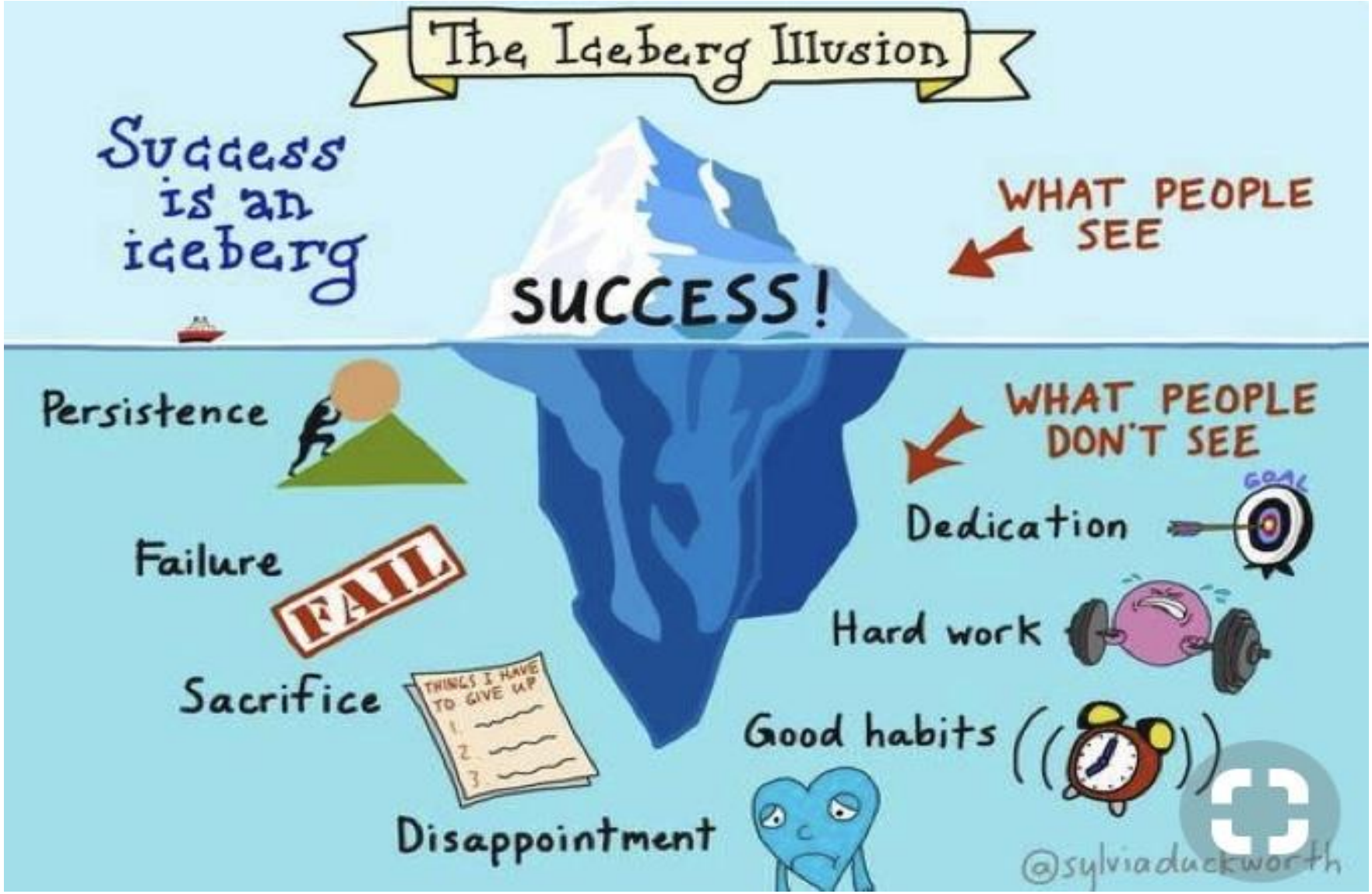
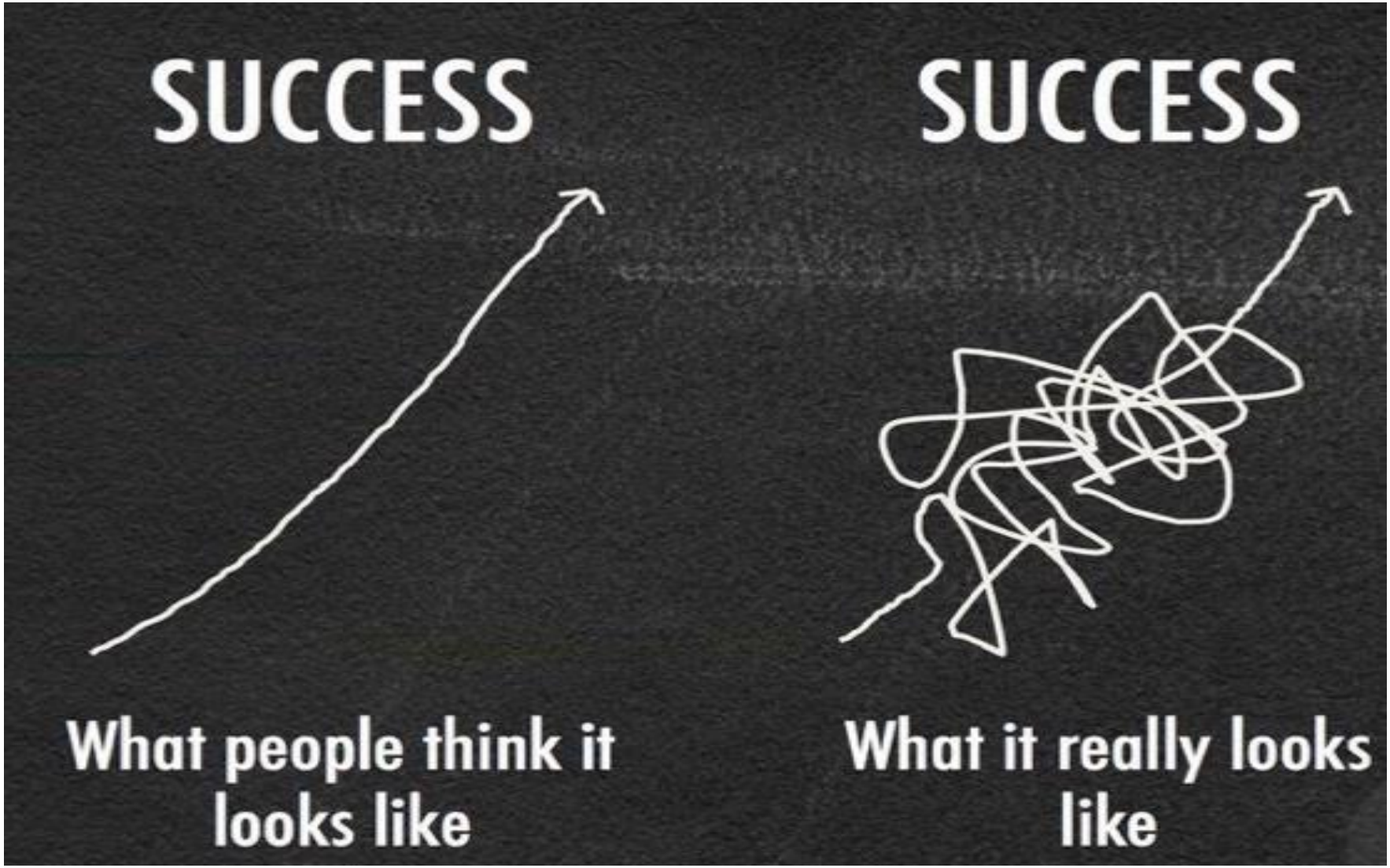
# Perceptions of success…



# Perceptions of success (contd)….



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# Part Two – Grappling with Definitions & Challenging Perceptions

# 2018 Emerging & Shifting Student Experience Landscape

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Huge focus on student engagement and student lifecycle in recent literature (e.g. Kift, 2015; Morgan, 2012; Thomas, 2012 & 2017; K. Thomas, 2015).

Importance of understanding social mobility and socio-economic status (UUK, 2016), partnership working and Information, Advice & Guidance (IAG)

Addressing barriers to success and "differential outcomes" (HEFCE, 2015)

The emergence of the "data-driven" tutor: learning and engagement analytics (Hipkin, 2016 & 2017)

Personalisation of the student experience, "belonging", peer learning, students as partners (McIntosh, 2015 & 2017)

The emergence of the "Citizen Scholar" (Arvanitakis & Hornsby, 2016)

Emergence of different tutoring "models": curriculum, pastoral, professional/academic and "blended" versions (Lochtie & McIntosh, 2018). Egan's "skilled helper" (2006)

Historically, tutoring not well-resourced or linked explicitly to delivery of teaching and learning interventions; rise of the Senior Tutor

Metrics-based approach becoming more prevalent to assessing "performance" and "success"

# Tackling Definitions & Assumptions…

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Buzzwords: what is resilience? What is grit?

How does resilience interface with student engagement?

How does resilience align with employability? And lifelong learning?

A complicated policymaking landscape: who sets the agenda?

Deficit discourses, essentialist thinking: is resilience fixed?

What does "transformative learning" really mean?

Is resilience really the answer to growing concern over mental health?

"Snowflake" generation: ignoring student profiles & diversity?

Who are the student "influencers"? How do students reach decisions?

# Transition – The Context

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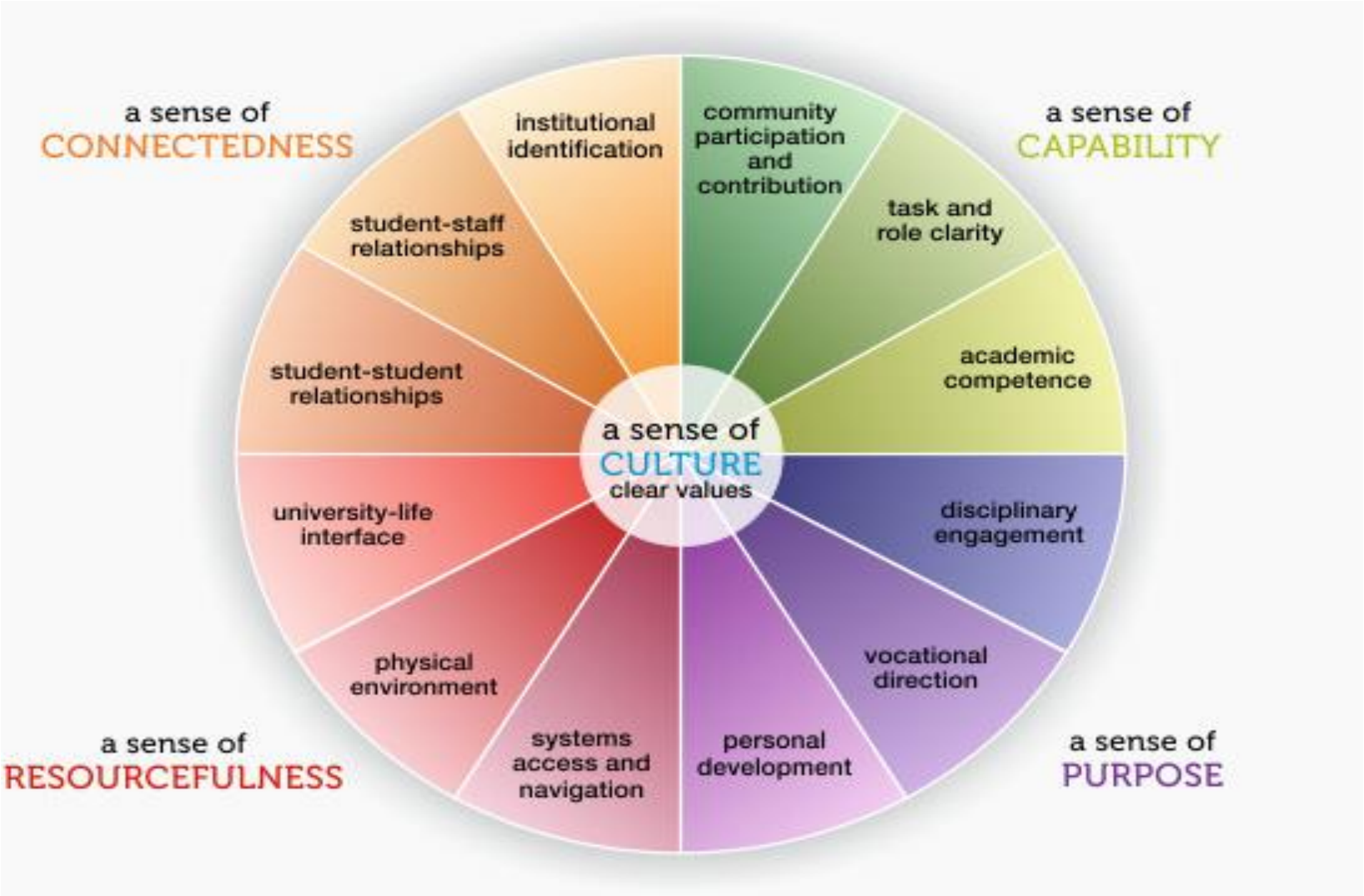


Source: Lizzio & Wilson (2010)

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# Part Three –

# Early Intervention & Transitional Support (EI) @ UoB

# The Early Intervention (EI) Model

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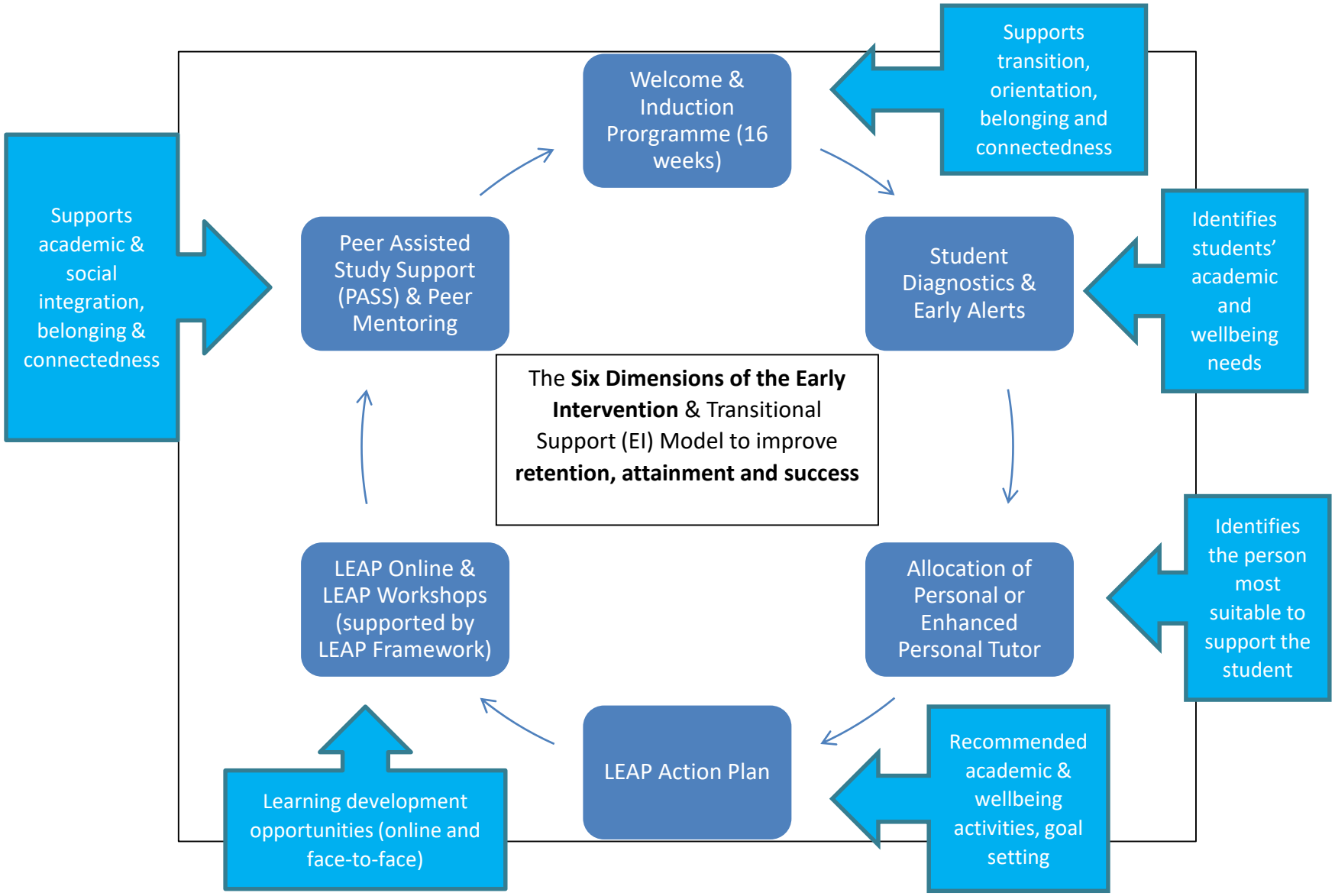

# How well do we *really* know our students?

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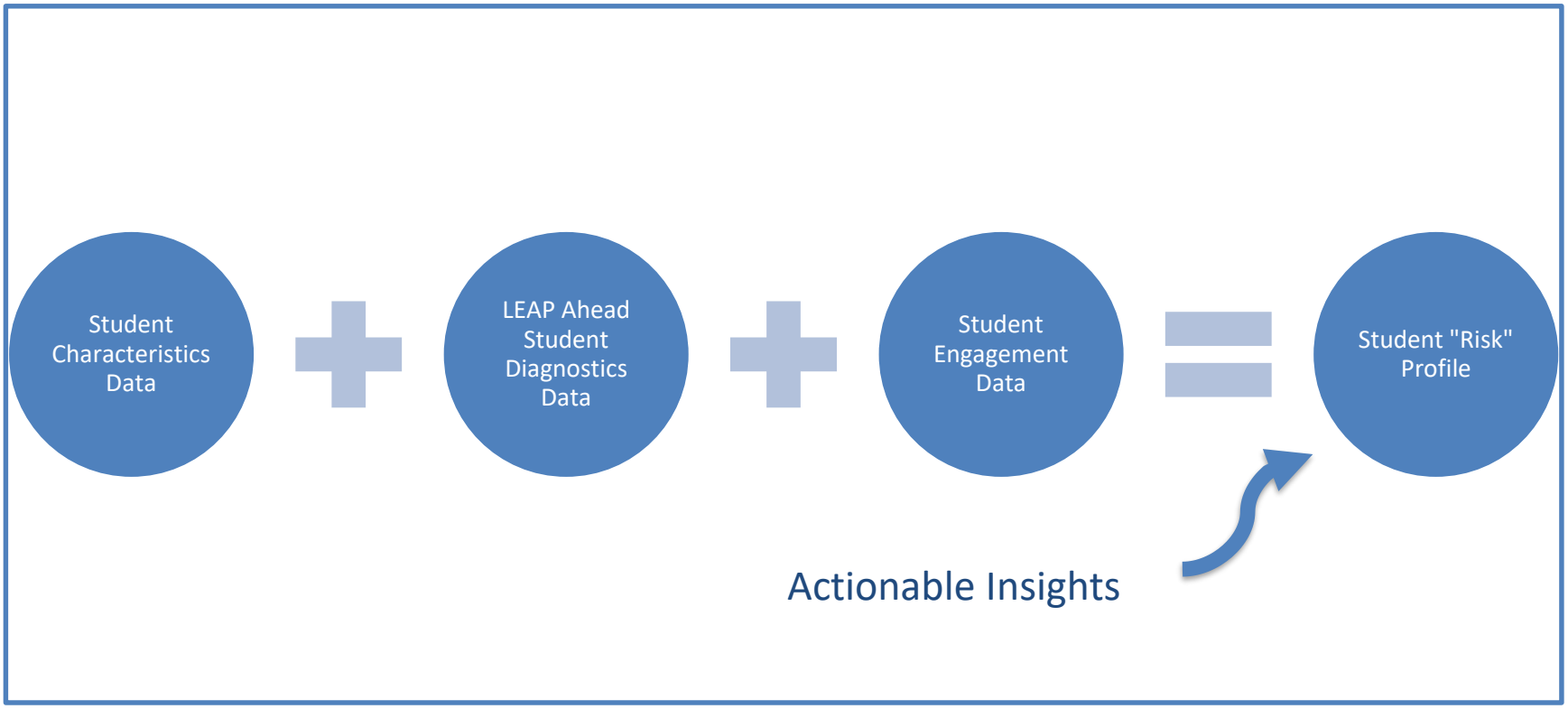

# Actionable insights, based on data

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**[1] Student Characteristics Data**

| Risk Factor - Insights | Impact on Retention | Impact on Progression | Actionable Insights |
|---|---|---|---|
| Entrant via Clearing / adjustment | • Student has joined later in the cycle, the course and/or university may not be their first choice<br>• Likely to have dropped grades/marks in BTEC or A Levels<br>• Student may struggle to integrate and adjust to life in a university and/or course which had not previously been part of their plan | • Student may still be struggling to process results of previous qualifications (e.g. BTECs, A Levels)<br>• Students may disengage from course/university as they process their new educational environment | • Consider 1:1 tutorials for clearing students, and additional support for them as they adjust to the course/university<br>• Promote active discussion with all students about expectations and their context<br>• Suggest activities which will help them adjust and settle, student could benefit from a peer mentor |
| Recipient of Student Finance (Bursaries & Scholarships) | • Student receives additional financial support, targeted at those most in need<br>• Student is in receipt of Stoller Scholarship, Care Leaver Bursary, or Bolton Sports Bursary<br>• May struggle financially, leading them to consider dropping out | • Student receives additional financial support, targeted at those most in need<br>• Student is in receipt of Stoller Scholarship, Care Leaver Bursary, or Bolton Sports Bursary<br>• Financial struggles may preoccupy the student, impact of part-time or full-time work on attainment | • Signpost student to additional sources of financial help (e.g. Student Funding Advisor) and advice with budgeting and money management<br>• Signpost to the hardship fund (via Student Services)<br>• Check student is accessing bursaries/scholarships to which they are entitled |
| BTEC Qualifications | • Continuous assessment measures, may struggle with essays and exams, traditional forms of assessment (note: new BTEC entry from September 2018 will have at least 30% examination).<br>• May experience issues with transition to HE study. | • Issues around module credits reflecting requirements of degree course (e.g. maths requirement for Engineering pathways)<br>• 27% with BBB equivalent BTEC left university compared with 13% A Level entry, 37% with CCC equivalent BTEC left university compared with 17% A Level entry.<br>• At BBB equivalent, BTEC holders 16% less likely to graduate with a 1st or 2.1 and at CCC equivalent, 25% less likely. (Source: Holford, 2017). | • Students who are struggling with academic writing, essays/exams should be referred to the LEAP Study Skills tutor scheme<br>• Using LEAP Online in Study Skills Modules<br>• Signposting to LEAP Online outside of class<br>• Signposting to LEAP Workshops<br>• Securing an SLO to deliver in-class study skills workshops on useful topics |

# LEAP Ahead – Student Diagnostics & Tutor Reports

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## My Learning Development Questionnaire

## LEAP Ahead – My Learning Development Questionnaire

Statement explaining why this data is being collected. It might also be worth including a statement to t
this data will also be used for research purposes, to allow us to investigate the impact of the project in

**By completing and submitting this questionnaire you agree that the information r
by the University of Bolton.**

**1 * Section One - My Academic Development**

I understand how to use correct academic English in my writter
work
I understand how to proofread my work carefully, paying
attention to spelling, grammar and punctuation
I am very good at academic writing
I am very good at writing and structuring essays and writing
reports
I understand how to construct an argument
I have a very good understanding of how to source material for
my essays and assignments
I understand how to make effective notes for my academic wor
I understand how to reference properly
I understand the importance of using feedback from tutors to h
me improve my work

## LEAP Ahead Report

| Bolton ID | Questionnaire / Question | Question Response | Rank Value | Rank Description |
|---|---|---|---|---|
| 6666666 | Mouse, Mickey | | | |
| | 13 Jun 2018 14:21:26 | My Learning Development Questionnaire | | |
| | AcademicDevelopment | Section One - My Academic Development | | |
| | | I understand how to use correct academic English in my written work | 1 | Disagree strongly |
| | | I understand how to proofread my work carefully, paying attention to spelling, grammar and punctuation | 2 | Disagree a little |
| | | I am very good at academic writing | 1 | Disagree strongly |
| | | I am very good at writing and structuring essays and writing reports | 2 | Disagree a little |
| | | I understand how to construct an argument | 1 | Disagree strongly |
| | | I have a very good understanding of how to source material for my essays and assignments | 2 | Disagree a little |
| | | I understand how to make effective notes for my academic work | 1 | Disagree strongly |
| | | I understand how to reference properly | 2 | Disagree a little |
| | | I understand the importance of using feedback from tutors to help me improve my work | 1 | Disagree strongly |
| | | I always read and understand what I need to do for my coursework prior to starting it | 2 | Disagree a little |
| | | Average Rank Value | 1.50 | |

## PULSE - Report - Cohorts

**Personal Tutor Report for**
Week starting 10/09/2018

Group Email

| Personal Tutor | Cohort Total | Overall Attendance Avg | PULSE Score Avg | Disability % | International % | Retention % |
|---|---|---|---|---|---|---|

**Sorted by PULSE Score**

| Student Name | Status Code | Overall Attendance | PULSE Score | Disability | International | Email Student | Student Referral Emails | Personal Tutor Log | Student Forms | LEAP Action Plan |
|---|---|---|---|---|---|---|---|---|---|---|
| | C | 100% | 67% | | | | | | | View Action Plan |
| | C | 100% | 69% | | | | | | | View Action Plan |
| | C | 100% | 72% | | | | | | | View Action Plan |
| | PX | 100% | 73% | | | | | | | View Action Plan |
| | PX | 100% | 73% | | | | | | | View Action Plan |
| | PX | 100% | 75% | | | | | | | View Action Plan |
| | C | 100% | 75% | | | | | | | View Action Plan |
| | DT | 100% | 77% | | | | | | | View Action Plan |
| | PX | 100% | 77% | | | | | | | View Action Plan |
| | C | 100% | 77% | | | | | | | View Action Plan |
| | C | 100% | 79% | | | | | | | View Action Plan |
| | PX | 100% | 81% | | | | | | | View Action Plan |
| | C | 100% | 81% | | | | | | | View Action Plan |
| | C | 100% | 82% | | | | | | | View Action Plan |

PULSE Help Document

# LEAP Action Plans

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Early Alert Action Plan

Action Plan for StudentID: 6666666

This is the recommended Action Plan for Mickey Mouse g
These recommendations are based on answers you have p
questionnaires, your application form and the discussions
tutors. We feel that these actions will assist you in your life
University of Bolton.

Recommendations

Academic Development Action Plan 1

Action Plan Details

Wellbeing & Personal Development Action Plan

Action Plan Details

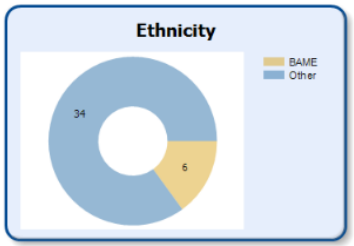
Digital Literacy Action Plan 3

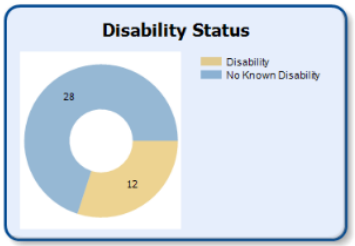
Action Plan Details

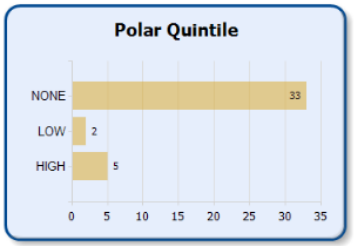
**PULSE - Dashboard 2018/19**
Academic Tutor Dashboard for PRESCOTT, JULIE

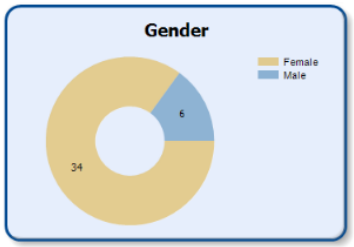
Cohort Size 40

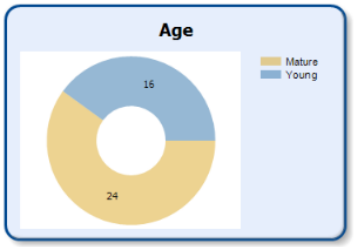
PULSE Cohort View






| Status | Number of students |
|---|---|
| 2 - New full time | |
| C - Current Stude | |
| DT - Ass ess men | |
| PX - Provis ional | |

Average Rank Value 4.00

**Recommendations**

View Action Plan (Not yet viewed by Personal Tutor)

Click to View Action Plan

| Rec No | Rule Name | Rule Descrip | Rule Result | Score | Recommendation |
|---|---|---|---|---|---|
| 1 | Action Plan for LearningSkills | Activity Rating(Average): < 2.5 is Action Plan 1, 2.5 to 3.5 is Plan 2 and > 3.5 is Plan 3 | Action Plan 3 | 3.60 | We recommend you follow Action Plan 3 |
| 2 | Action Plan for UseOfIT | Activity Rating(Average): < 2.5 is Action Plan 1 | Action Plan 3 | 5.00 | We recommend you follow Action Plan 3 |

# LEAP Student Action Plans

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**LEAP (Learning Excellence Achievement Pathway)**
**LEAP Action Plan**

Name: Mickey Mouse
Student Number: 6666666
Degree Course: DUMMYS-F-UOB-XX BSc (Hons) DUMMY Course
Year of Study: 2017/18
Sponsor: Dr Marie Norman

**SECTION ONE – MY ACADEMIC DEVELOPMENT**

- You have been assigned a **LEAP Study Skills Tutor**: your academic tutor will g

how to get in touch.
We recommend that you complete the following Moodle Modules:

- English for Uni Moodle Module:
https://moodle.bolton.ac.uk/course/view.php?id=6354

- Make a Flying start Moodle Module:
https://moodle.bolton.ac.uk/course/view.php?id=6395

We recommend that you complete the following LEAP Online modules:

- Introduction to using LEA
- Library Induction & Tour
- Academic Writing
- Referencing
- Note Making
- https://www.bolton.ac.uk

**SECTION TWO – MY WELLBEING AND**

We recommend that you:

- Take a look at the LEAP Wellbei
the "Events" tab on Student Hu
management, developing confi

We recommend that you complete the

- Mindfulness
- Goal Setting
- Reading for pleasure
- Stress management
- https://www.bolton.ac.uk

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- Make a Flying start Moodle Module:
https://moodle.bolton.ac.uk/course/view.php?id=6395

We recommend that you complete the following LEAP Online modules:

- Introduction to using LEAP Online
- Library Induction & Tour
- Academic Writing
- Referencing
- Note Making
- https://www.bolton.ac.uk/LEAPOnline

**SECTION TWO – MY WELLBEING AND PERSONAL DEVELOPMENT**

We recommend that you:

- Take a look at the LEAP Wellbeing workshops and modules which are available to book via the "Events" tab on Student Hub: https://studenthub.bolton.ac.uk including stress management, developing confidence and mindfulness.

We recommend that you complete the following LEAP Online modules:

- Mindfulness
- Goal Setting
- Reading for pleasure
- Stress management
- https://www.bolton.ac.uk/LEAPOnline

# UK HE Tutoring models (Earwaker, 2002)

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## Pastoral Model

*Regular contact*

*"ideal" model*

*difficult if large numbers of students*

*PT provide support on a range of professional/academic/personal issues*

## Professional/Academic Model

*Regular, but referral to specialist for wider personal issues*

*Disconnects academic and personal issues*

*PT provide support on professional/academic issues only*

*Academic/personal boundaries unclear at times*

## Curriculum Model

*Regular scheduled meetings*

*Highly structured*

*PT provides support on professional and personal development issues*

*E.g. PDP*

# The UoB Integrated Tutoring Model

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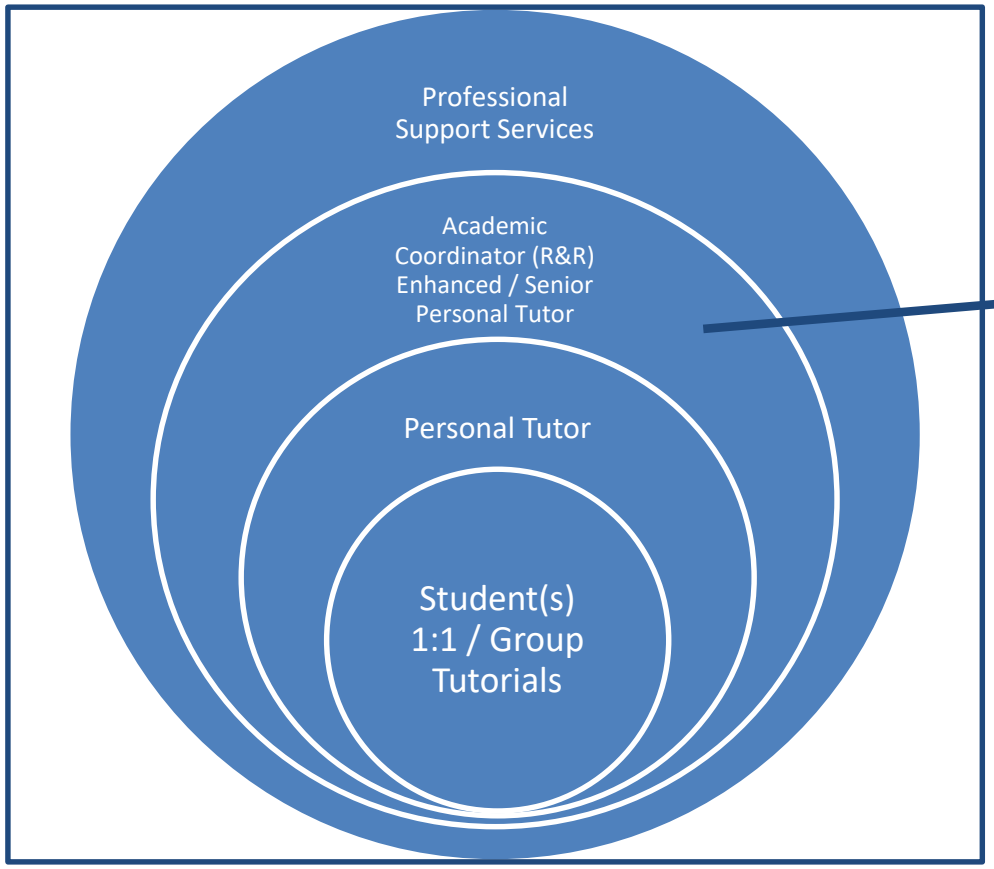


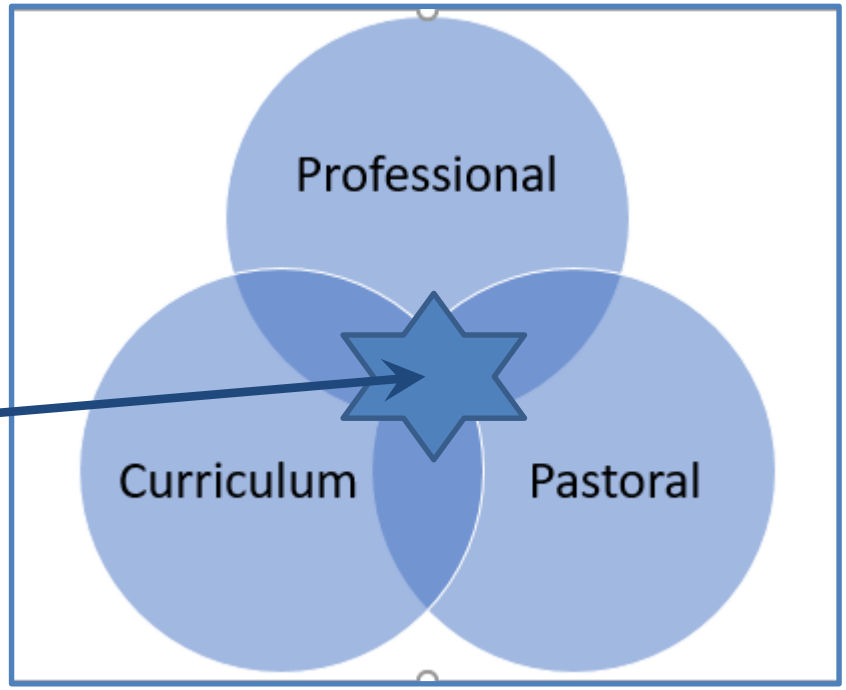


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# UoB Tutoring Principles

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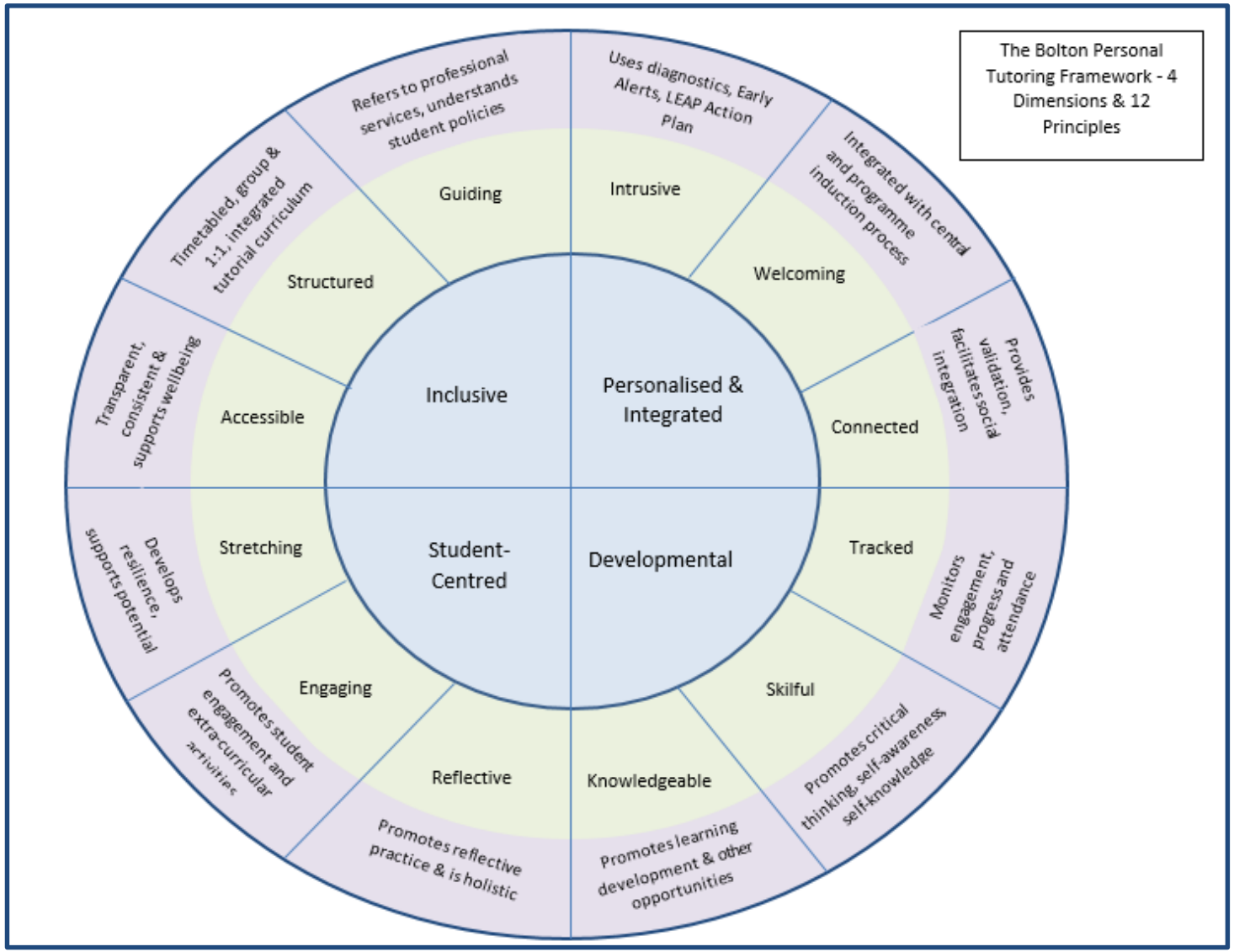


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# The LEAP Framework

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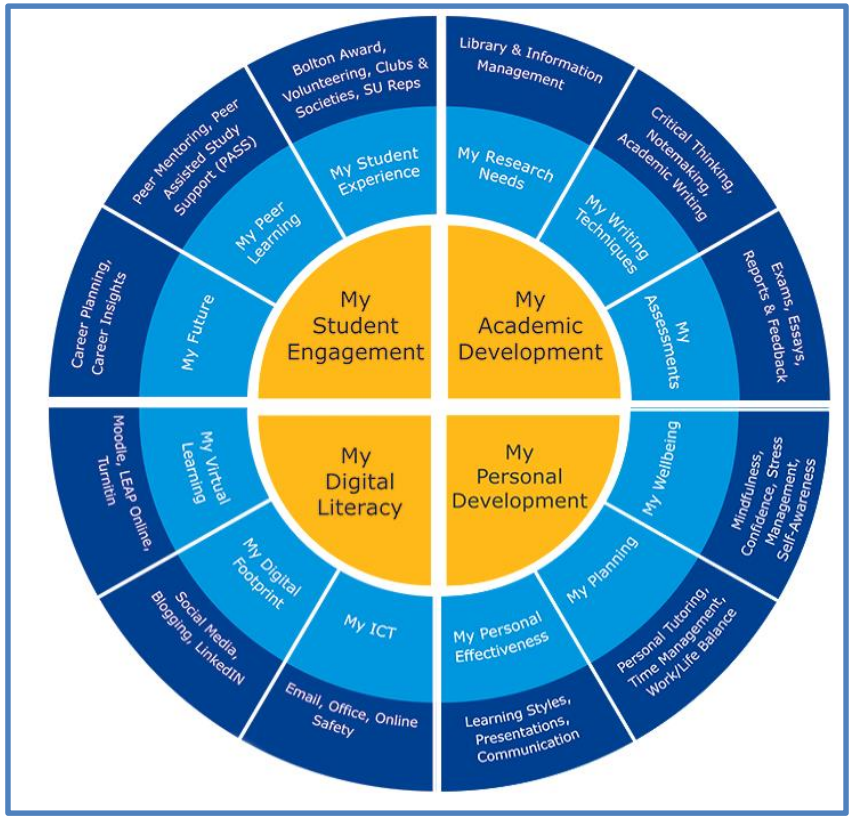
Coherent, coordinated framework for the development of learning and skills

Expanded and thematic arrangement of content




Differentiated levels

Visual, eye-catching framework for easy-identification and awareness-raising

# Student Success: A Balanced Ecosystem from Prospect to Alumnus

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## Recruit

- Good Fit
- Sense of belonging
- Management of expectations
- Confident decision-making
- Goal setting
- Well-articulated academic offer

## Retain

- Inducted
- Sense of connectedness
- Sponsorship through tutoring
- Embedded in peer group
- Understand roles & responsibilities
- Goal setting (stretch)

## Attain

- Rigour & stretch
- Range of co & extra curricular activities
- Critical thinking
- Dynamic, relevant curriculum
- Focus on “real world” issues
- Design thinking

# References

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