

Progression, Retention and POP

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Progression, Retention and POP

- What
- Why
- How
- Outcomes

What...

- Level 1 module
- Titled “Professional Orientation and Practice” (POP for short)
- 20 credit module
- Runs long thin over session
- Included in all undergraduate programmes with Level 1 intake

Why...

- Low levels of progression and retention Level 1 to Level 2
- Information overload at Week 0 - the “bamboozle” effect
- Lack of engagement with PDP
- Significant number of student withdrawals due to “non-belonging” and “non-becoming”

How (1)

- Module Framework developed around themes of:
 - BELONGING
 - And
 - BECOMING

How (2)

- Module Framework developed to include:
- Induction activities
- Professional Development (PDP for BNE)
- ELS Support (at appropriate milestones)
- Careers Guidance (ditto)
- Discipline-specific activities including assessment
- Specific engagement with Professional Bodies

How (3)

- Week 0 Induction activity forms part of module assessment, including peer assessment
- Module assessment activities have generic requirements but are tailored to specific disciplines
- PD is linked to CPD requirements of professional bodies
- Tutors can draw from other Level 1 modules to provide context

Outcomes

- Significantly improved levels of progression initially (from 70% to 86%)
- High levels of progression maintained
- Long thin approach provides more time for assimilation, orientation, inculcation into professional discipline
- Greater engagement with PD and discipline, including professional body

“Belonging” and “Becoming”

- Assists “belonging” - module activities are centred around the specific discipline identity
- Commences the process of “becoming” - students can more readily make the connections between other (disparate) modules