

Moving Forward and the GCU Transition and Progression Framework

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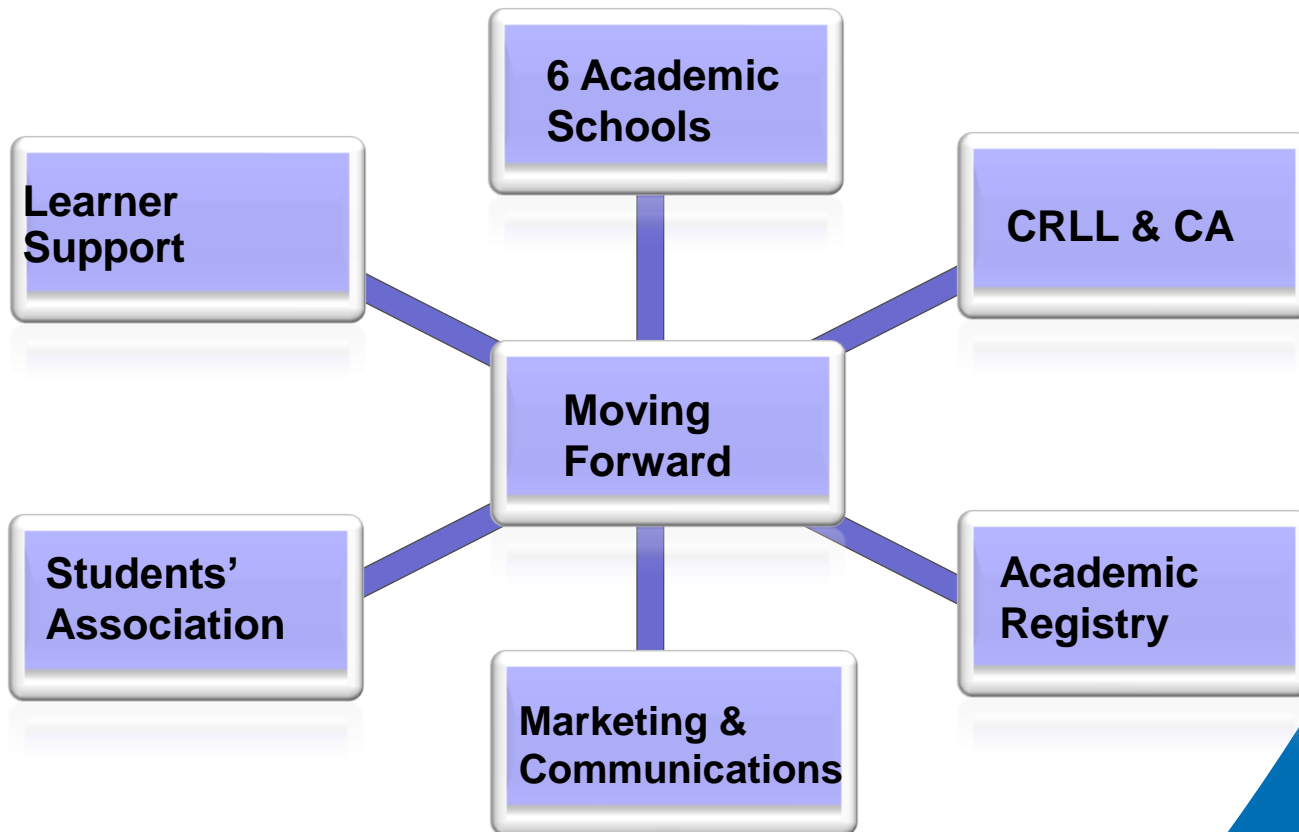
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Overview of Presentation

- Moving Forward: Who we are, our aims and outcomes?
- The GCU Transition and Progression Framework
- Mini Communities of Practice
- Interim Evaluation
- Main Challenge
- Next Steps

Moving Forward: Who are we?

- Co-ordinated institutional strategy
- Partnership working



Moving Forward: Aims

Improve progression rates

Enhance the student experience in terms of transition to GCU

Provide greater support for staff in developing and implementing strategies to address issues associated with transition and progression

Develop, support the implementation of, and evaluate the GCU Transition and Progression Framework

Moving Forward: Outcomes to date

**Staff and Student
Consultation**

**GCU Transition and
Progression Framework**

**6 Mini Communities of
Practice**

**Sharing of Practice –
internally and externally**

**Partnership working
(including Colleges)**

Dissemination

GCU Transition and Progression Framework

- The GCU Transition and Progression Framework integrates and supports all activities linked to supporting student transition and progression within the schools and at central level.
- The Framework represents a coordinated, institutional strategy and evidence-based practice.
- The Framework is divided into two parts: strategy and resources.
- Within each part there is a distinction of principles/strategies in relation to *pre-entry/transition* and *learning, teaching and assessment*

Moving Forward: enhancing progression through partnership

Strategies/Principles of effective transition support: pre-entry and transition

"To promote a greater understanding of particular issues of transition and progression and to work towards a productive and collegial collaboration between central support services and teaching staff, and student representatives"

GCU Transition and Progression Framework Pre-entry guidance and support

Enable students to make informed choices:

- Engagement with students prior to application and entry via web-based support and guidance, campus visits, open days/evenings, peer mentoring schemes
- Clear guidelines, targeted information, online engagement and support via website
- Better liaison with schools and colleges, including visits from university staff and student mentors to schools and colleges

Clarify expectations:

- Use pre-entry online surveys to establish learning requirements of students, what learning strategies they apply, including their motivation for studying and what their expectations are, and to highlight any misunderstanding and/or misconception about courses etc.

Developing a sense of belonging/community prior to entry:

- Early interaction with staff and other students leads to effective communication with students from pre-entry stage and throughout the first year and beyond
- Use of explicit strategies for social transition, such as peer support networks, proactive approaches to student support and marketing to offer a positive welcome
- Online opportunities for interaction with other prospective students and existing students prior to entry

GCU Transition and Progression Framework Induction

Introduce a longitudinal process of induction which begins from point of application and continues throughout the whole student lifecycle

Aim for a timely provision of information and guidance and ensure that students have access to support in a range of formats

Focus on an enhancement, rather than a deficit model that will benefit all students

GCU Transition and Progression Framework Tracking and monitoring

Introduce an effective tracking, monitoring and proactive follow-up for non attendance and non submission to facilitate early intervention

Establish processes to support student re-engagement with education at a later point following withdrawal

Offer exit strategies for students that informs students about their options

Better tracking systems at central and school level

Moving Forward Mini Communities of Practice (Mini CoPs)

- ❖ Marketing and Communication
- ❖ Liaison with Schools and Colleges
- ❖ Preparation and Induction
- ❖ Peer Support and Mentoring
- ❖ Student Empowerment and Staff-student Communication
- ❖ Learning, Teaching, Assessment, and Feedback

GCU TRANSITION AND PROGRESSION FRAMEWORK: STRATEGIES/PRINCIPLES OF EFFECTIVE TRANSITION SUPPORT

Pre-entry guidance and support – allowing for informed choices and clarifying expectations	Developing a sense of belonging/community	Longitudinal process of induction	Early formative assessment with meaningful feedback	Focus on enhancement	Effective tracking, monitoring and proactive follow-up	Embedded transition support	Develop independent, self-regulated learner	Encourage sense of Commitment/civic responsibility	Student engagement – integrate project-based, work-based and/or work-related learning
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Mini Communities of Practice

Learning, Teaching, Assessment, and Feedback:

- Feedback
- Developing a shared understanding of independent learning
- Sharing of best practice
- Pre-entry preparation

Marketing and Communication:

- Sharing of Practice
- External communication (expectation gap)
- Improving internal communication lines

Liaison with Schools and Colleges:

- Develop good communication between all sectors
- Curriculum development (CfE, alignment)
- Pre-entry guidance
- Transition

Student Empowerment:

- Ownership/transparency of communication
- Sense of belonging
- Liaison and cross-communication
- Evaluation: how do we measure student empowerment

Peer Support and Mentoring:

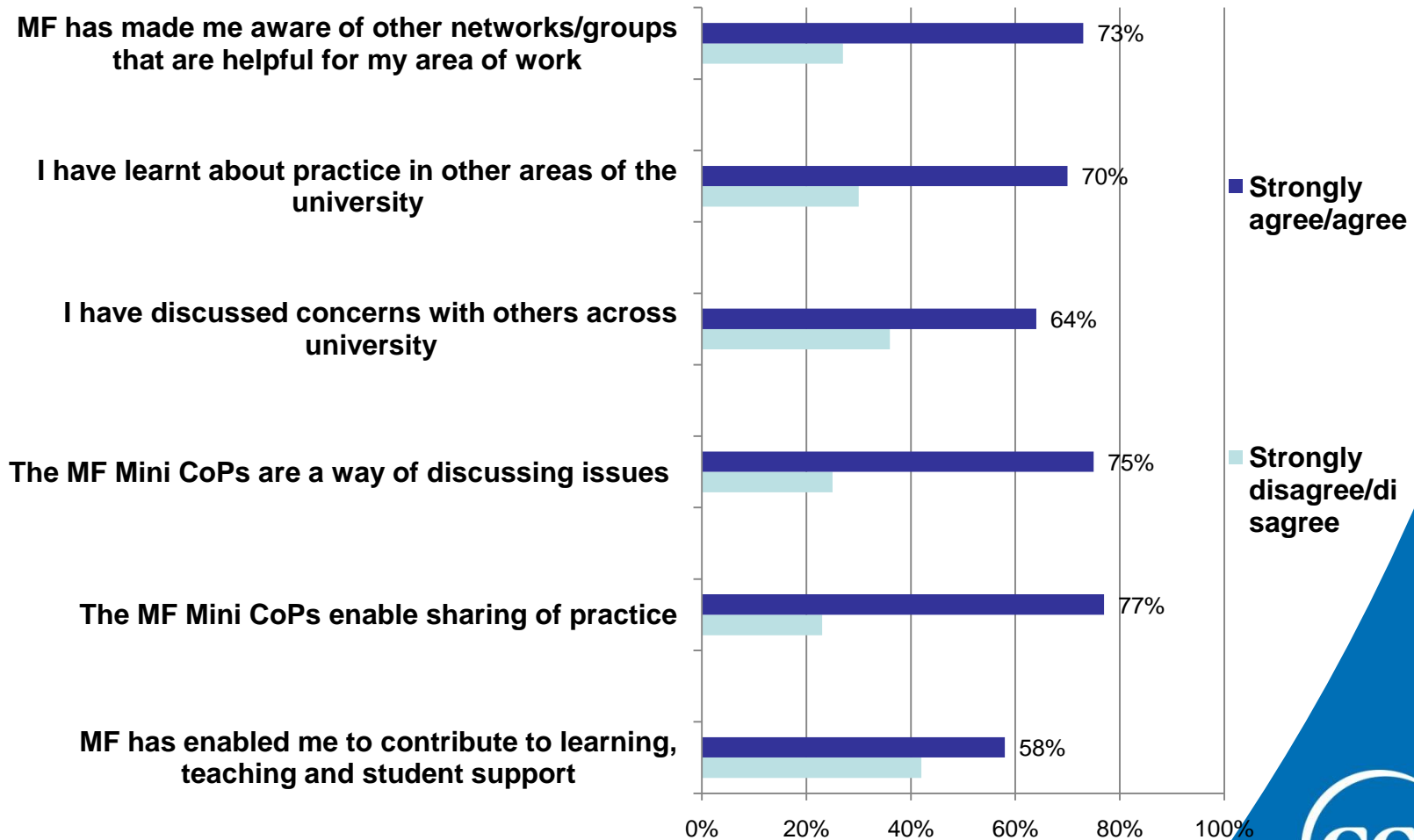
- Mapping of peer support, mentoring activities
- Peer-assisted learning
- Student recruitment
- Diversity of student body
- Access to resources/linkages

Preparation and Induction:

- Socialisation in week 0
- Better internal and external communication
- Supporting students to become independent learners
- Funding
- Sharing of practice
- (Lack of) soft skills

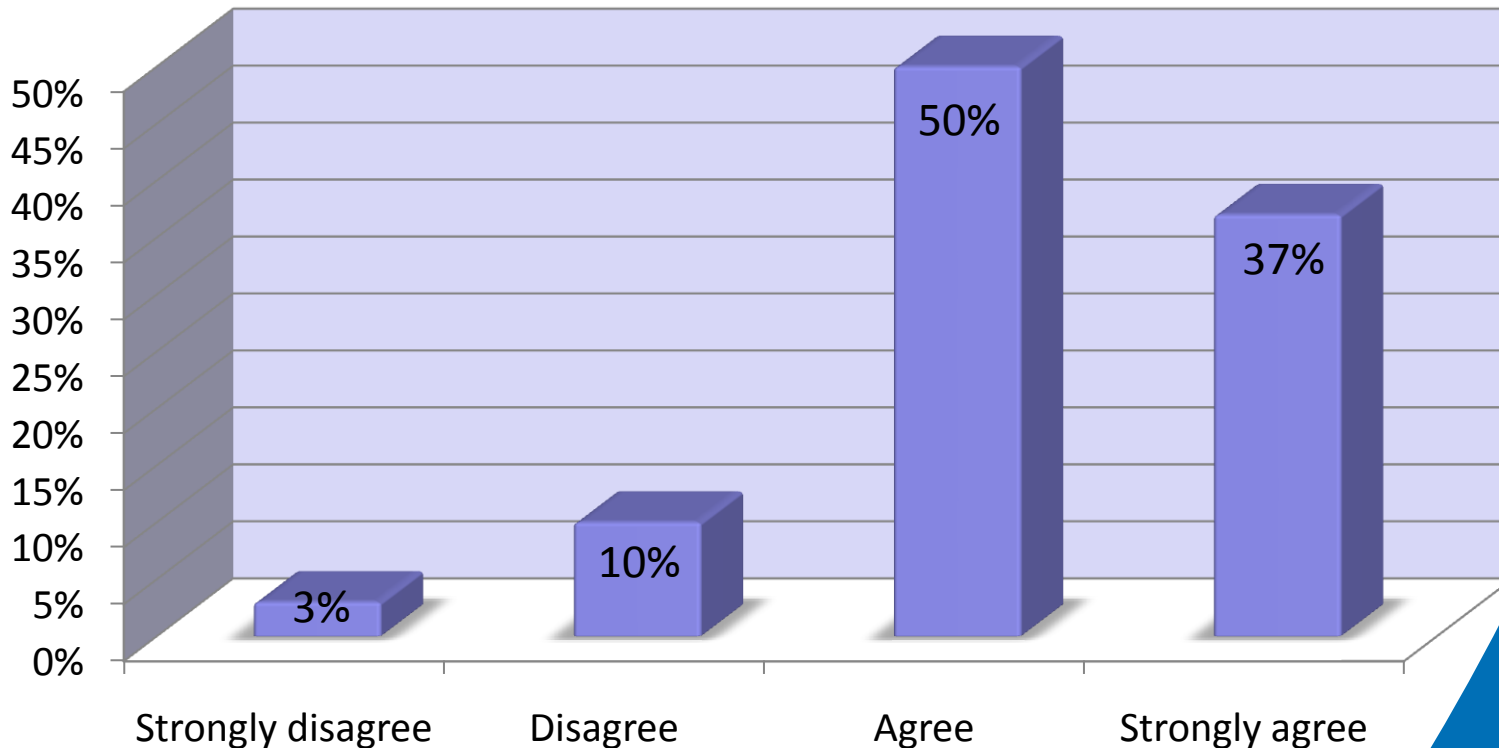
Interim Evaluation

To what extent do you agree with the following statements?



Interim Evaluation

Awareness that the partnership approach is one of the overarching principles of Moving Forward



Main Challenge

**Long-term staff and student engagement and empowerment,
despite**

- very limited resources
- substantial institutional changes
- uncertain future prospects

Next Steps

- **Moving Forward Development funding awards**
- **taking Mini Cop themes forward**
- **encouraging more members of staff and students to participate**
- **continuation of institutional dissemination (events, seminars, workshops, etc.)**

persistence...

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