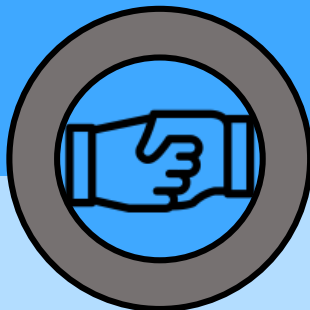


Belonging



Students need to feel like they belong to their course cohort and the institution

Belonging



- Providing a welcoming and supportive environment
- Effective induction programme
- Peer mentoring from previous cohorts
- Early engagement
- Valuing individual experiences
- Opportunities for students to get involved in extra-curriculum activities such as clubs, societies, social events etc.



Learning Community



Students need to feel they are part of a wider learning community

Learning Community



- ❑ Ice-breakers e.g. tasks to engage students to learn more about each other
- ❑ Group work e.g. projects, group wikis to build resources.
- ❑ Collaborative work – pairs, whole class where products/findings are shared
- ❑ Pre-entry and ongoing social network e.g. Yammer/Facebook
- ❑ Experiential learning tasks – involving drawing on and sharing past experiences
- ❑ Gamification, friendly group or individual tasks designed to make learning fun
- ❑ Peer support and peer mentoring



Support



Students need to feel supported in various ways to complete their studies successfully

Support



- Academic - including writing, referencing, library etc. resources and people available
- Pastoral e.g. personal tutor
- Peer mentoring
- Technical support in relation to University systems
- Professional services for specific needs e.g. disability services, Careers, Finance
- Effective and timely and developmentally framed feedback that supports feed forward.



Safe/Inclusive Environment



Students need to develop trust and feel safe to make mistakes,
within an inclusive environment

Safe/Inclusive Environment



- Environment that encourages opinion, inclusion and difference
- Pays particular attention to groups under represented within the cohort, or those making large cultural adjustments (e.g. overseas students)
- Environment that is safe to make mistakes
- Trust build between tutor and students and between students
- Proactive engagement – like monitoring to spot at risk students and interventions
- Plenty of opportunity for low-risk, formative feedback to develop confidence



Motivating



Students need to feel motivated so that they enjoy and want to complete their studies

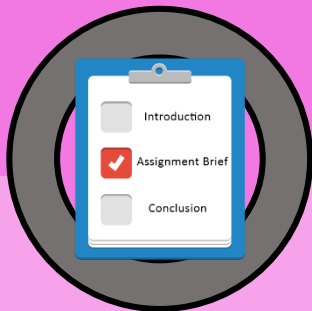
Motivating



- Offers a range of learning experiences
- Relevant to current interests and future aspirations
- Engaging activities to maintain interest
- Enthusiastic tutors and positive encouragement
- Challenging but in a supportive environment
- Clear career paths/goals identified
- Frequent and useful feedback on progress
- Customisable to meet individual needs e.g. choices in assessment topic and format



Clarity



Students need clarity in what is expected of them and in how to achieve.

Clarity



- Clear high explicit expectations
- Clear assignment briefs
- Clear grading criteria (e.g. rubrics, exemplar and/or example assignments, writing frames etc.)
- Clear career pathways
- Clear understanding of University processes
- Clear structure to course and materials/resources; clear signposting
- Clear deadlines, key dates, time commitments involved etc
- Clear support – who to contact for what, when and online on-demand support



Identity



Students develop themselves personally and professionally

Identity



- Activities that help students to see the links to employment
- Reflective activities / PDP
- Meeting past students as role models
- Peer mentoring
- Authentic learning activities that relate to professional practice



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