
Success for All—Video resource to support inclusivity

“Eight diverse students spoke on camera about their experiences of belonging and connectedness at NTU. School staff have found the insights useful to understand student experiences, including barriers to success, and factors which can contribute to isolation and disengagement”.

Area of Focus Developing a bank of video resources capturing student experiences, to inform inclusive learning and teaching strategies and to foster belonging and connectedness.

Approach The incoming chair of the School Academic Irregularities Panel recognised the need for intervention. Colleagues wanted to take a targeted inclusive approach, aiming to address problems experienced by international and BTEC students, whilst also acknowledging that all students may benefit from such interventions to prevent plagiarism and academic irregularities. Colleagues worked with the eLearning team in CADQ and an educational developer to design a bespoke intervention.

Interventions The videos will be used in two key ways to enhance belonging, engagement and learning across the School: 1) as a source of research data, and 2) as a resource bank for materials.

1) Using the interviews as a source of research data

The interview content has been thematically analysed and shared with staff, who have found the insights useful to understand student experiences, including barriers to success, and factors which can contribute to isolation and disengagement. The richness, honesty, and depth of experiences discussed in the videos are powerful: some students spoke of feeling inadequate and struggling to meet expectations for learning and assessment. Others described fears for moving on after NTU and expressed concerns around re-connecting with friends and family members after graduation. These findings have sparked discussions among teaching and support teams, which have already led to a number of interventions including the following:

- New induction activities have been developed which foster belonging and connectedness; and others which address concerns around skills deficiency.
- Final-year tutorial sessions have been created on managing change and transition after university.
- A new School of Social Sciences student society has been created in partnership between students, School staff, and CERT mentors. In response to student comments, student-led society events will not focus on alcohol.
- Departments have reviewed video content where their own students were involved, and have begun discussing interventions to enhance local practice. For example, the Youth Studies team have focussed on student concerns around wellbeing to frame discussions of changes to the course experience.

2) Using the interviews as a resource bank

Clips from the video interviews are being used as a resources for teaching and other materials. In this way, current students can see peers from a range of backgrounds, including BME and mature students, and students with experience from BTEC courses. Clips are being used in various ways, for example:

- To enliven pre-entry and induction materials, including offering peer advice to incoming students;
- In staff training, for example, sharing student voice on the importance of relationships;
- As resources for a new Politics module to teach negotiation skills;
- To illustrate changes the School has made to take account of student input;
- In online materials, for example to engage distance and mature learners, and others who are not always able to attend in person.

The aim is that this resource can help staff members to better meet students' needs, and can contribute in various ways to building students' sense of belonging.

Challenges and next steps

The video project is one of a number of simultaneous and future projects which the School is undertaking to gain insight into students' experiences attitudes. The outputs of these projects will continue to inform strategy and interventions at School and local levels. In the coming year colleagues will also be encouraged to write up the work they are doing to enhance the learning experience, and disseminate it as examples of Scholarship of Teaching and Learning.

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