Early Intervention, Transition & Engagement – Using Data to Improve the Student Journey & Learning Experience

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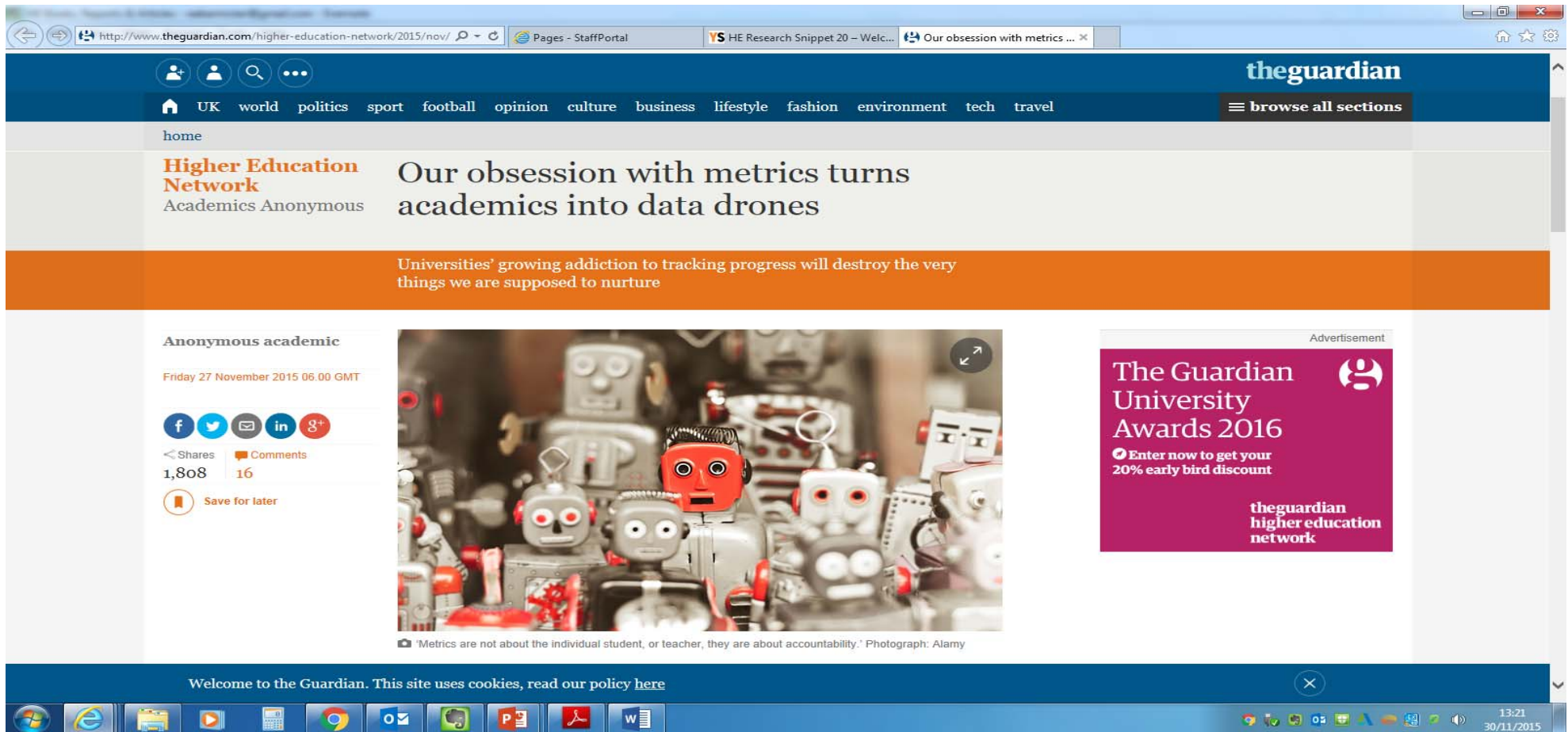
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The Problem with Data...

Data & Scholarship: Informed Approach

12 weeks to settle in, 12 months to transition from dependent to independent learners [e.g. Scott (2006), Yorke & Longden (2008), Kift (2009)]

International scholarship on pedagogy now focussing on First Year Experience (FYE) & "whole of institution approach" to the Student Experience (Kift, 2015)

New models appearing to articulate the student journey and role of academic & professional staff. Student Experience Practitioner Model & Student Lifecycle Model (Morgan, 2012)

Bridges' Model of Transition (2003)

Student Transition Model

(Taylor et al, 2008)

What Works? (Thomas, 2012)

Up to 2/5 (42%) of students think of withdrawing from HE, improving student belonging should be a significant priority for everybody.

Why do students leave in their first year? "Complex interrelationship between course dissatisfaction, course preference, limited engagement, and student perceptions of academic staff and of the quality of teaching" (Krause et al, 2005).

The Bolton Context

Student Experience Strategy (2015)

- Academic, social & administrative dimensions
- A "whole of institution" approach to SE
- Developing vibrant and supported learning communities

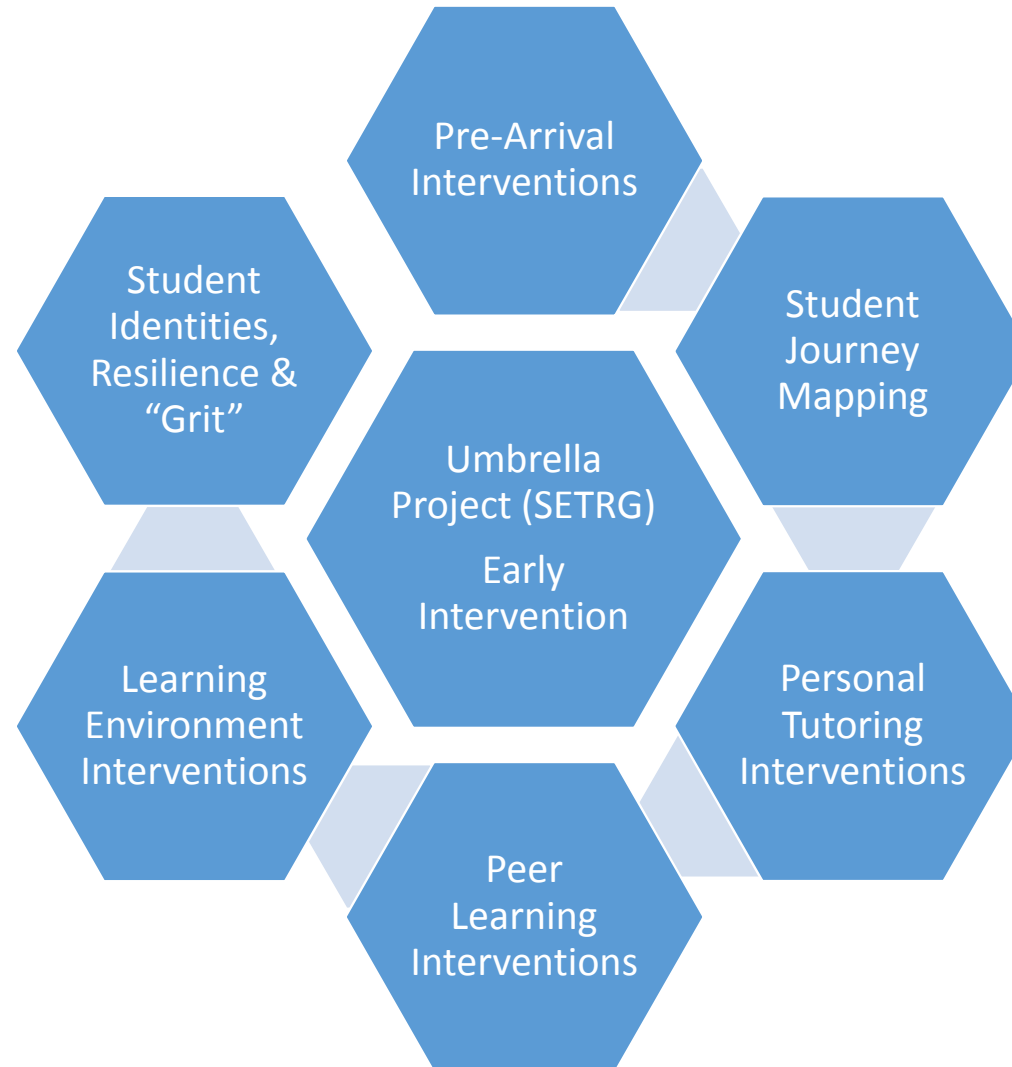**Learning, Teaching & Assessment Strategy (2015)**

- Infrastructure to support learning, teaching and engagement
- Student diversity, early intervention and assessment of needs
- Student-centred pedagogies, effective assessment design

Institutional Data

- REACT Report (2014-15)
- Bolton Student Experience Survey (2014-)
- NUS Report (2014)

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"Whole of Institution" Approach

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- Pre-Arrival Interventions
- Student Identities, Resilience & "Grit"
- Student Journey Mapping
- Umbrella Project (SETRG) Early Intervention
- Learning Environment Interventions
- Personal Tutoring Interventions
- Peer Learning Interventions

Case Study: Journey Mapping

Personal Tutor Interventions

Student Journey Mapping Questionnaire

Focus Groups

ICE Model

Thematic Analysis (Braun & Clarke, 2006)

Case Studies
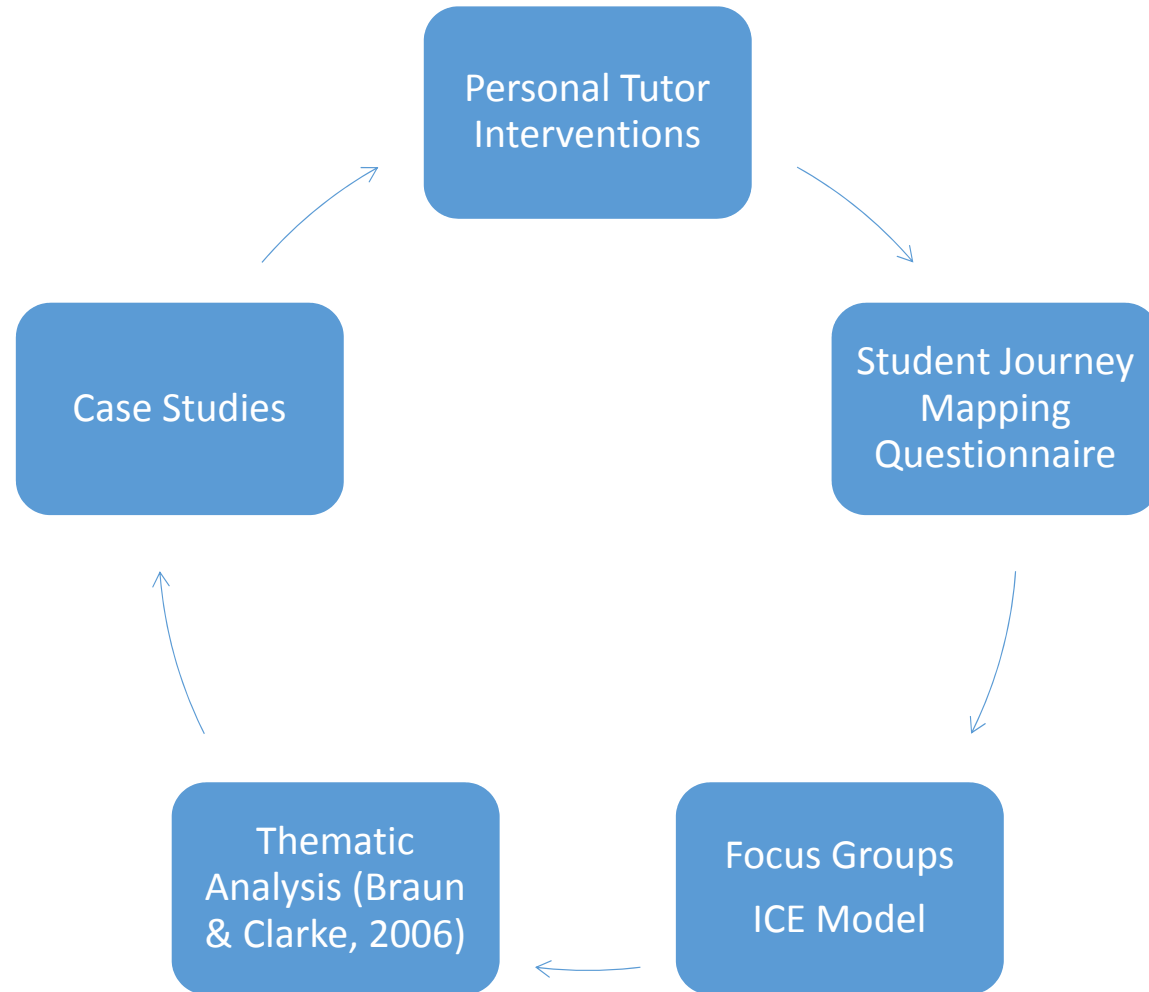
Future Developments Using Data

New Personal Tutoring Model

Using Data to Design Further Interventions

Embedding Strategy, Induction & Comms Framework

Integrating Model into Academic Practice