

LTC11D080

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Student retention and engagement: examples of good practice for sharing and discussion from FMH

It is important to reiterate that in FMH there have been a number of practices in place for many years (and some are not unique to the faculty), which we think strengthen student retention and engagement. It is also likely that the nature of the courses lend themselves well to engaging students (as well as proving other challenges):

- Getting the right students in the first place: strong academic grades at entry; knowledge of the profession preferably with relevant experiences; understanding of what's involved on the course - academic and placement demands via open days, taster days, and UCAS day talks; selection criteria interview checklist; interviews with Trust partners.
- Induction weeks at the beginning of the programmes and a buddy scheme with a student from the second year cohort supports students in the early stages in the transition to a new programme and for the UGs to University
- All courses prepare students for employment in their chosen profession, so students are generally well motivated because it is the only route to their chosen career. The courses therefore also have a mix of theory and practice, linked well to support learning. Practical sessions can make the learning particularly rewarding as they apply their learning. Innovative teaching and learning is also likely to maintain interest and motivation to study. Placements are generally very motivational.
- Compulsory attendance has been in place for many years for all teaching events. This has been strictly monitored and attendance if less than 80% is discussed with the student. Attendance monitoring is undertaken by LTS Hubs and feeds into Fitness to Practise/Professionalism meetings within the Faculty – includes placement monitoring.
- Strong personal tutor support. Regular meetings have been in place for many years, sometimes linked to placements or personal development type assignments, or professionalism issues.
- Rapid referral to Occupational Health when problems are identified so the student can get maximum support.
- Rapid referral to DoS when problems are identified so the student can get maximum support.
- Option to intercalate rather than withdraw, when personal circumstances can impact on learning and engagement.
Concessions drafted/written/processed by LTS

- Congratulatory email to students who have high end of year results.
- Visit to students on placement at half-way point (in some programmes), so any problems can be identified early and an action plan put in place.
- Effective SSLC so that student dissatisfaction has the potential to be reported and resolved as quickly as possible.
- Small group work is very common on all the curricula, such as PBL / EBL where students are very active in the learning process, including the identification of their learning needs. Supported by LTS e.g. more complex timetables than standard lecture/seminar arrangement
- Student centred approach – PBL / EBL, but also the opportunity to focus some of their learning to their particular interests. CPD portfolios to encourage independence in learning.
- Variety in teaching and assessments (some courses have over 10 different types of assessment). We recognise this raises other challenges, but variety also enables a range of different skills to be explored for interest. They are also professionally relevant so they are justified to the student. I think if student understand why they need to achieve and prove certain skills, it helps them to engage more. LTS liaises re dates to help ensure spread of assessments across the academic year.
- Assessment feed forward mechanism to encourage students to engage with assignment feedback and apply it to the next assignment to improve attainment
- Assessment spread throughout the year so continuous engagement is required.