

What Works? Student Retention & Success



What works? Student Retention and Success – phase 2 Final conference

09:30 – 10:00	Registration – Reception area Refreshments - Whittington 1&2
	Welcome - Auditorium: 10:00- 11:20
10:00 – 10:10	Welcome by Prof Patricia Broadfoot , Chair Paul Hamlyn Foundation What works? Advisory Group
10:10 – 10:45	Supporting student success: strategies for institutional change Prof Liz Thomas , Lead author final report
10.45 – 11:05	The future of fair access - Prof Les Ebdon OFFA
11:05 – 11:20	A note on Working in partnership: enabling social mobility in higher education – Fiona Wayne UUK A note on Addressing Barriers to Student Success - Kirsty Johnson - HEFCE

Parallel presentations: 11:30-12:15

Portland	Harley	Whittington 3	Whittington 4	Auditorium
<p>Chair Mantz Yorke</p> <p>RUHere - Data based actioning and intervention evaluation using an interactive online student attendance monitoring system Carey Freeman University of South Wales</p> <p>-</p> <p>Links in the Chain: turning learning analytics data into actions Ed Foster Nottingham Trent University</p> <p>-</p>	<p>Chair Pauline Hanesworth</p> <p>A curriculum framework to support academic transitions Sarah Parkes, Newman University Birmingham</p> <p>-</p> <p>Enhancing Employability for Student Success Edinburgh Napier University's Graduate Employability Project Fiona Wager, Edinburgh Napier University</p> <p>-</p> <p>Deploying a whole-system lens on student retention and success Cathi Fredricks and Ken Powell, Canterbury Christ Church University</p>	<p>Chair John Storan</p> <p>Supporting Students from Northern Ireland: Exploring the Barriers and Enablers for a Successful Transition to Higher Education in the UK Danielle Chavrimootoo and Suzanne Hargreaves Liverpool John Moores University</p> <p>-</p> <p>The positive impact of personal advising training Dominique Jethwa Queen Mary's University London</p> <p>-</p> <p>The implementation of a retention and progression project within the Law Division at London South Bank University Chris Shepherd and Risham</p>	<p>Chair Mike Hill</p> <p>Staff-student partnership: a catalyst for staff-student engagement Roisin Curran Ulster University</p> <p>-</p> <p>Peer Mentors as Placement PALS – Final year students helping second year students on their employability in preparation for their sandwich year / industry placement experience Vianna Renaud Bournemouth University</p> <p>-</p> <p>Start as you mean to continue – evaluation of the academic induction phase at a large metropolitan university, and its contribution to students confidence to continue</p>	<p>Chair Helen James</p> <p>How the What Works journey has transformed staff roles – and careers Nicki Schiessel Harvey, Wil Vincent and Nick Morton, Birmingham City University</p> <p>-</p> <p>How does leadership vary in a satellite Campus and contribute to student engagement and success. Jim O' Brien, Vera Offori Serwaa and Guy Brown, Northumbria University London Campus</p> <p>-</p> <p>Student partnerships: normal and democratising practice in higher education Nicky Andrew and Ruth Whittaker and Jackie Main and Lesley McAleavy, Glasgow Caledonian University</p>

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Lunch 12:15-13:00 Whittington 1&2

Parallel Workshops: 13:00-13:45

Portland	Harley	Whittington 3	Whittington 4	Auditorium
<p>Chair Mantz Yorke</p> <p>Level Up Mentoring: A Transitional Tale of How Staff and Students Engaged Collaboratively to Influence the Institutional Change Management Process for Enhancing Engagement, Belonging, Retention and Success</p> <p>Jamie Morris and Kerry Gough, Birmingham City University</p>	<p>Chair Pauline Hanesworth</p> <p>The DELiTe project : An institutional approach to increasing interactivity to enhance student engagement, belonging, retention and success</p> <p>Matthew Homewood and David Ellicott, Nottingham Trent University</p>	<p>Chair John Storan</p> <p>What worked for us and what can work for you: sharing our 'toolkit' of tried and tested actions</p> <p>Jennie Jones, Rachel Bowden, Julie Fowlie, Marylynn Fyfe Gauld and Elizabeth Guy, University of Brighton</p>	<p>Chair Mike Hill</p> <p>Smart start: Evaluating the evolution and ecosystem of a transition intervention for student on the autistic spectrum.</p> <p>Ann-Marie Houghton, Catherine Westwell and Georgia McCrone Lancaster University</p>	<p>Chair: Helen James</p> <p>Using behavioural insights to improve student engagement via randomised controlled trials</p> <p>Lucy Makinson, (Behavioural Insights Team) Maija Koponen, Anne-Marie Canning, King's College London</p>

Parallel Presentations: 13:50 -14:35

Portland	Harley	Whittington 3	Whittington 4	Auditorium
<p>Chair Jonathan Neves</p> <p>A project team approach for institutional change to improve belonging and success through improving retention data</p> <p>Alison Browitt University of Glasgow</p> <p>-</p> <p>What Works at Wolves? A Case Study from the Institute of Sport.</p> <p>Mark Groves University of Wolverhampton</p> <p>-</p> <p>The entrepreneurial student response to What Works?</p> <p>Jamie Rawsthorne Unique Insights</p>	<p>Chair Pauline Hanesworth</p> <p>Expanding induction and using the VLE to enhance induction to First Year Life Science.</p> <p>Chris Finlay and Maureen Griffiths University of Glasgow</p> <p>-</p> <p>From Induction to 'Internship': Embedding Employability through 'Appropriate Challenges'</p> <p>Helena Knapton Edge Hill University</p> <p>-</p> <p>What worked and What didn't? The Informed Study Project, 5 years on from Phase one: lessons learnt from developing an online self-evaluation of students Fitness to Practice.</p> <p>Richard Day and Susan Annetts Cardiff University</p>	<p>Chair Andrew Rawson</p> <p>Enhancing first year students' experience through cooperative learning</p> <p>Cases from Humanities and Social Sciences at QMUL</p> <p>Ana Baptista, Queen Mary University of London</p> <p>-</p> <p>Addressing Student Expectations and Building Confidence for the study of Law through a Pre-Arrival Activity</p> <p>Amanda Zacharopoulou Ulster University</p> <p>-</p> <p>Balancing What Works and personalised student pathways: How Herts Success is fostering success amongst widening participation students</p> <p>Stéphane Farenga, University of Hertfordshire</p>	<p>Chair Mike Hill</p> <p>CLAN- Campus Life Advice Network</p> <p>Carlo Rinaldi University of Glasgow</p> <p>-</p> <p>Ulster University Peer Relations: an integrated roadmap to student success</p> <p>Aine McKillop, Roisin Curran, Avril Honan and Grainne Dooher</p> <p>-</p> <p>Student Reflections: The importance of giving students the opportunity to learn from, and value the experiences their degree offers</p> <p>Julie Fowlie, Jet Dela Cruz and Bethany Scott University of Brighton</p>	<p>Chair Helen James</p> <p>Implementing a holistic model of student support: Lessons from UCLan and beyond</p> <p>Jackie Cooper and Benjamin Stein University of Central Lancashire and Hobsons</p> <p>-</p> <p>Making The Leap: Supporting First Year Student Transition at the University of Limerick</p> <p>Sarah Gibbons and Michael Smalle University of Limerick</p> <p>-</p> <p>Recognising, Engaging, and Student Leadership: How to support living at home students at university</p> <p>Miriam Amies University of Manchester Students' Union</p>

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Tea and Coffee 14:35 – 15:00 Whittington 1 and Auditorium Station

Parallel Presentations 15:00-15:45

Portland	Harley	Whittington 3	Whittington 4	Auditorium
<p>Chair Jonathan Neves</p> <p>Five Years of What Works: successes and challenges in developing a whole-institutional transition support programme Nicki Schiessel Harvey and Wil Vincent Birmingham City University</p> <p>-</p> <p>Developing valuable and relevant skills and attributes at L4 to improve retention - a multi-school investigation. Alison Day Cardiff University</p> <p>-</p> <p>From local evidence to institutional action: a case study in how research evidence collected in one department has shaped institutional policy and practice Tracy Crossley University of Salford</p>	<p>Chair Pauline Hanesworth</p> <p>No student left behind: Enhancing student learning opportunities through a whole institution approach to retention and success Debra Mann and Lucy Walker University College of Estate Management</p> <p>-</p> <p>Building the environment: Academic Mentors and enhanced communication to support transition and improve retention Michaela Keenan Ulster University</p> <p>-</p> <p>Improving engagement and success: a case study of change in academic support and personal tutoring Jan Bamford London Metropolitan University</p>	<p>Chair Andrew Rawson</p> <p>Direct Entrant Induction at QMU: nurturing successful students online and in person Karl Johnson Queen Margaret University, Edinburgh</p> <p>-</p> <p>A co-creative community of practice in Computing Michaela Black Ulster University</p> <p>Early engagement and informed induction through innovative communications strategies: who, what, when, where, how and lessons learned Ruth Wood and Sue Riddell Canterbury Christ University</p> <p>-</p>	<p>Chair Hugh Mannerings</p> <p>Can peer coaching improve the academic attainment of higher education students? Jill Andeanoff and Gill Knibbs, University of Essex and Independent Consultancy</p> <p>-</p> <p>Graduate+: embedding belonging through employability Luke Millard Birmingham City University</p>	<p>Chair Helen James</p> <p>Pulling up your briefs: accessible assessment processes Debra Cureton University of Wolverhampton</p> <p>-</p> <p>Taking an institutional approach to enhancing inclusive assessment practices Jenny Hambling and Michaela Borg Nottingham Trent University</p> <p>-</p> <p>Developing multi-dimensional change: an institutional and student focused approach to engagement and belonging Marva de la Coudray and Zahraa Ahmad (SOAS) and Kaljit Virdee (Youth at Risk) School of Oriental and African Studies (SOAS)</p>

15:50 -16:30

The role and place of leadership, staff, students and evidence in whole institutional change – reflection and Q and A with **delegates** and **Niall Hamilton** (NUS Higher Education Zone Committee), **Dr Roisin Curran** (Ulster University), **Prof Helen James** (Canterbury Christ Church), **Dr Geoff Stoakes** (HEA) and **Prof John Storan** (University of East London)

Chair Prof Patricia Broadfoot

16:30

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