

# Raising Student Achievement in Masters Programmes

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July 2023

# Session Outcomes

- Provide an overview and background to Masters provision
- Consider the methods used to identify factors related to student outcomes
- Explore the effectiveness of the range of interventions used to increase student attainment
- Make recommendations for future pedagogical practice

# Context

- Guernsey has a population of 63,000 people, own government and public service systems.
- Nurse Training School opened on island in 1967
- Nurse Education Centre in partnership with Portsmouth University to run HE Diploma level programmes
- Institute of Health and Social Care Studies (IHSCS) - Institute Approval by Sheffield University to run validated and franchised HE programmes
- The Guernsey Institute – consists of IHSCS, GTA University Centre and The College of Further Education
- The Guernsey Institute, University Centre – Lead the development of HE for the Island community



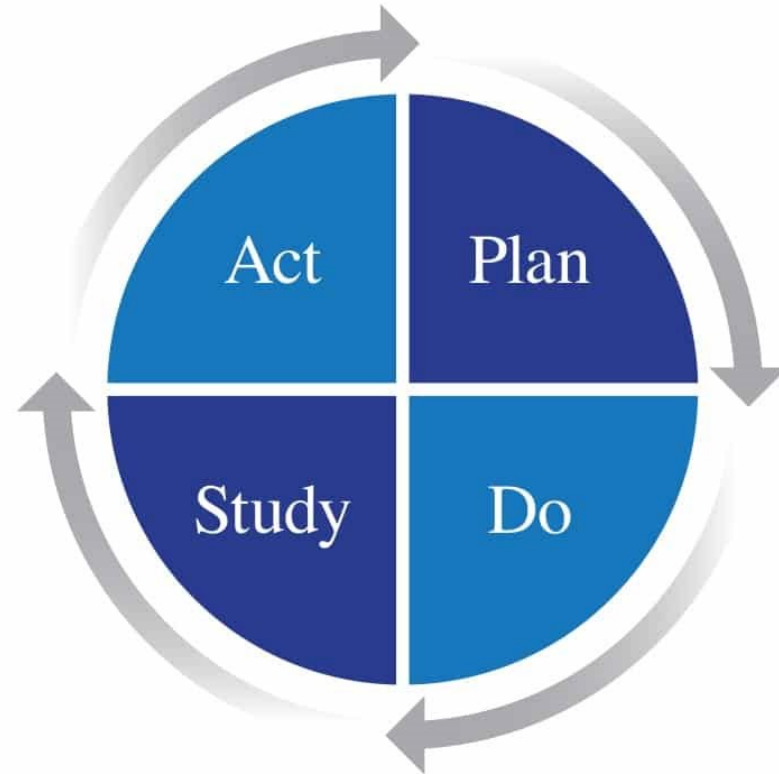
# Background to Masters provision

- Delivering degree level programmes since 2003
- Entered into partnership with Middlesex University in 2014
- Masters in Professional Practice and PGCert Professional Education validated in 2014
- New Masters level programmes validated in 2020:
  - New PGCert/Dip Leadership in Professional Practice
  - Revised PGCert Professional Education
  - Revised Masters in Professional Practice

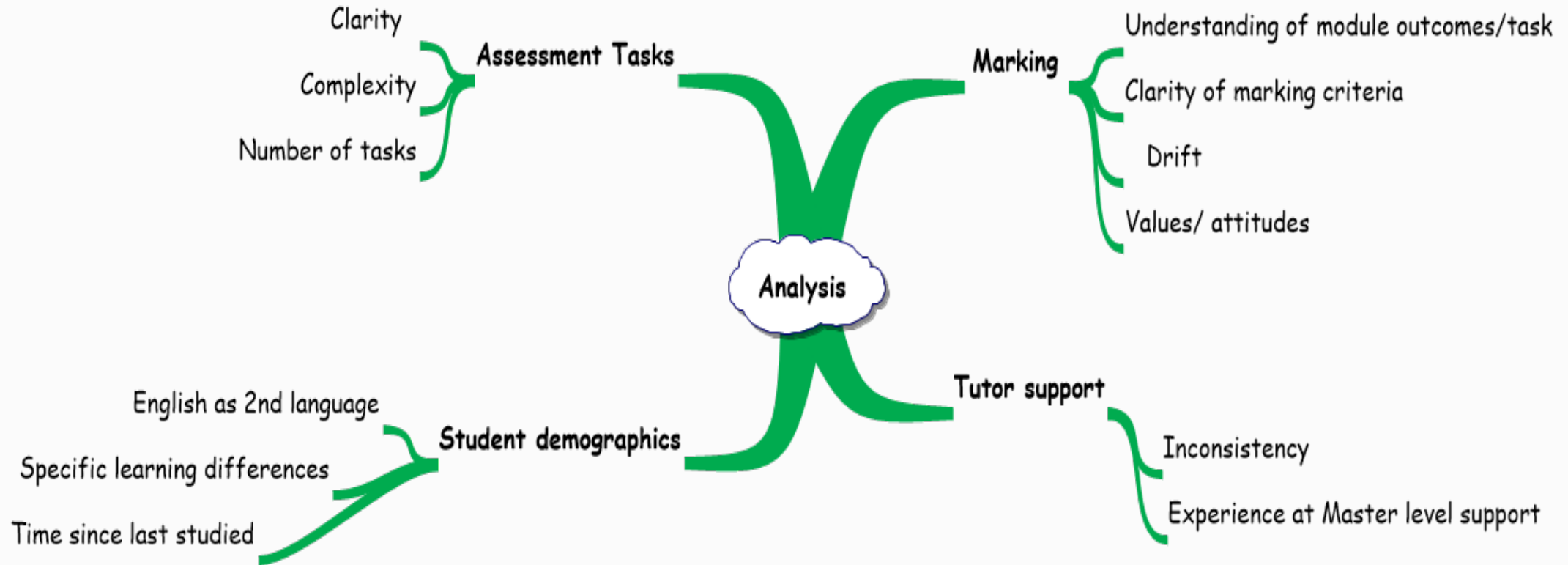
# Issues and Problems

- Low pass rate first attempt
- High attrition
- Inexperienced lecturing staff, teaching and assessment at Masters level
- Heterogenous students

# PDSA



# Analysis



# Interventions

Clearer marking  
criteria and  
feedback forms

Assessment tasks  
clearer

Markers meetings

Formative  
assessment linked  
to summative

Draft feedback  
guidance

Admissions  
interviews

Additional study  
skills

More robust SpLD  
support

External  
examining  
experience

Shadow marking

UDL (assessment  
options)

# Outcomes

| Academic Year    | % pass 1st submission | % pass 2nd submission |
|------------------|-----------------------|-----------------------|
| 2018-2019        | 55%                   | 84%                   |
| 2021-2022        | 63%                   | 88%                   |
| 2022-23 (so far) | 88%                   | 96%                   |

Students comment favourably regarding student support

Formative assessments are also evaluating positively and helping to identify when students are unclear about task and level

Markers are finding marking criteria easier to understand

# Conclusions and Recommendations

- Multifactorial therefore needed multiple interventions
- Whole team approach
- Working with students to achieve their goals
- Continuous improvement:
  - More comprehensive evaluation of course and impact on practice
  - Support for students with English as second language
  - Support for study leave
  - Further monitoring of student engagement

# Thank you Any Questions?

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