

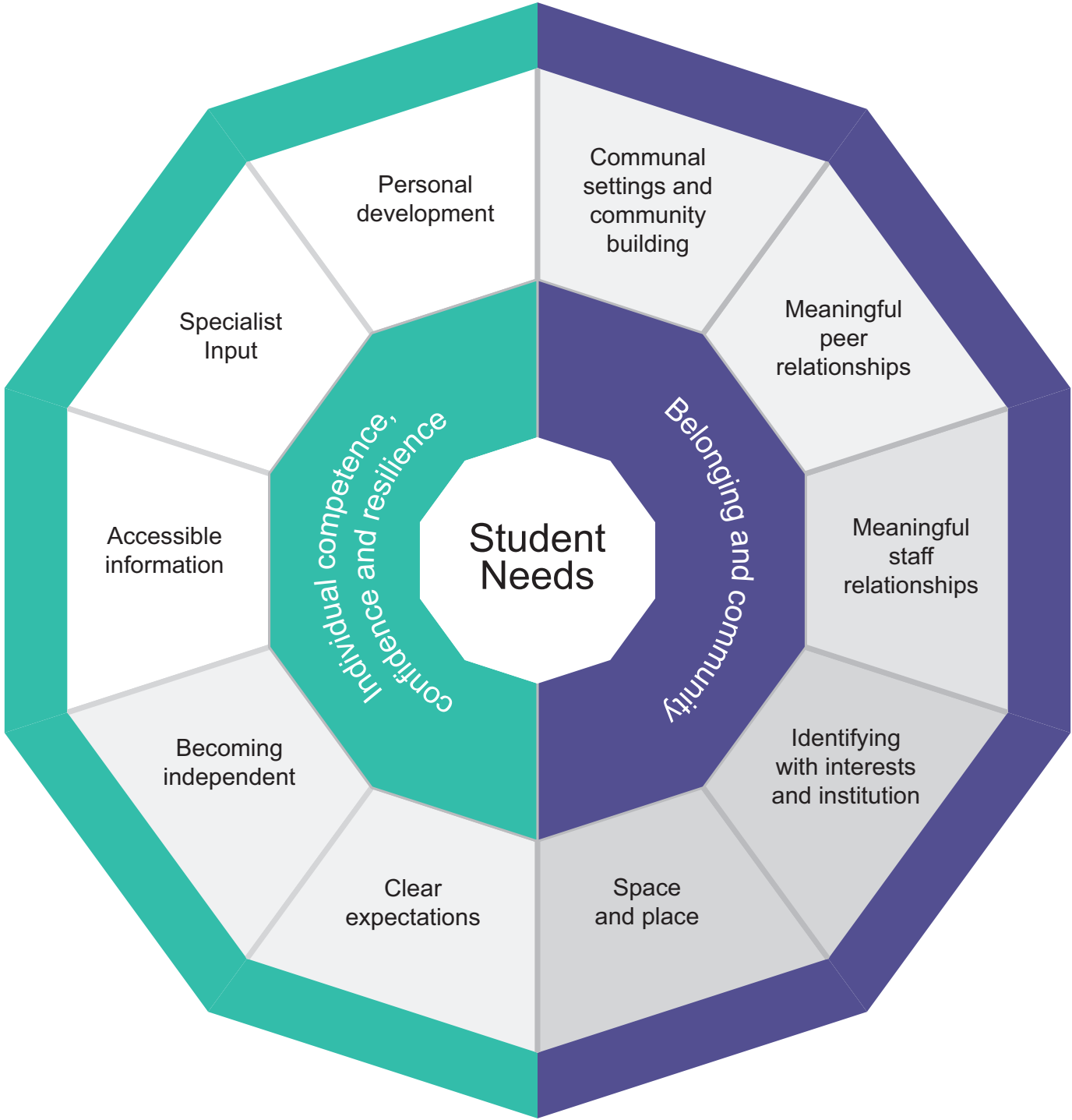


Student Needs Framework

Student Needs Framework

These needs could be categorised in two ways: those that relate to students' individual competence, confidence and resilience; and those that allow students to build their feeling of belonging and community. The framework attempts a preliminary mapping of students' needs under these two headings.

It comes with some caveats. Notwithstanding being based on range of reports that have been published over the last five years, it will need refinement by both practitioners and students. By necessity, it is broad brush and does not claim to cover the myriad ways students may manifest their individual needs. It assumes that course teams are designing and delivering their curricula in an effective manner (including providing feedback on academic performance). It focuses on defining students' needs and not the interventions that might meet them or the system that they might constitute.



What do students need to optimise their individual competence, confidence, and resilience?

Advice and challenge on personal development

Students need a personalised relationship with staff who understand and have insight into their strengths and weaknesses with whom they can discuss their personal development through their time at the University and who signposts/refers them to more specialist support where appropriate.

Specialist Input

Students need access to expert input within the university to address significant personal issues which may be identified through a range of methods (self-disclosure, referrals from staff, student analytics etc.).

Accessible information about their course and wider university

Students need to be able to locate information about their course and wider university services and policies (for example, complaints, access to study skills, support for disabilities, hardship funds) easily and from sources they recognise and trust.

Support in becoming independent and gaining agency

Students need support from reliable sources, which may include structured input, to build their independence and agency in relation to the choices they make about their studies and the wider opportunities offered by the university.

Clear expectations

Students need to understand the expectations of them around engagement, procedure, and behaviour and the ways they can be supported to fulfil them. These may require expression in manner that is sensitive to their personal circumstances.

What do students need to feel a sense of belonging and community?

Communal settings represent a chance to build community

Students need careful thought to be given to how each of these settings – such as arriving in purpose-built student accommodation or engaging in online activities – present an opportunity to create communities.

Meaningful peer relationships

Students need opportunities to build supportive relationships with other students on their course that are built into course design and delivery. This includes consideration of students studying in a range of modes, such as part-time, modular, remote learning etc..

Meaningful staff relationships

Students need personal and constructive interactions with members of their course team

- academic, technical, and administrative staff
- in both formal and informal settings which recognise the diversity of students.

Identification and affiliation with interests and institution

Students need opportunities and facilities that enable them to feel that they and their peers are part of something that is greater than the sum of the parts and facilitates extra-curricular engagement in a range of settings, including how to engage students who are not on campus.

Place and space for personal development

Students need spaces and places that facilitate their personal development, social and academic exchange, and foster a sense of belonging and inclusivity. This encompasses both formal and informal spaces maintained by the university as well as student defined spaces within the university environment.

How this framework can be used?

Supporting student needs is the responsibility of all staff. This framework is designed flexibly to support a broad range of colleagues, especially those involved in teaching, learning and student support in strategic or in practice roles. It will be most effective if adopted at an institutional level, mapped with consideration to your institutional context and priorities to enhance practice and policy.

Promoting dialogue

This framework can be used to promote dialogue with practitioners and students when considering student needs in the context of service design and support, leading to developments in service provision, mapped against institutional context and priorities to enhance practice and policy.

Categorising needs

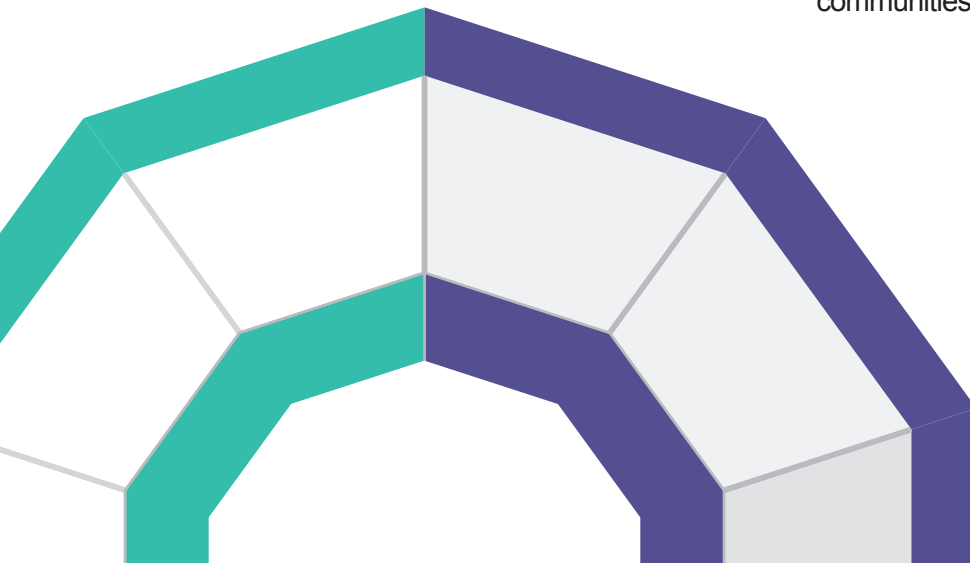
Categorising student needs in two ways, relating to competence, confidence and resilience and belonging/community enables a spotlight through open dialogue, where services can be designed to support the myriad of needs expressed by students and communities.

Collaboration and alignment

Taking the subcomponents of the framework and considering each as being integral to supporting student needs, services can be designed collaboratively, so they reflect the requirements of the students in a considered manner, rather than taking an intervention-based approach.

Professional Development

The framework can be used to inform continual professional development, planning and strategic conversations throughout the institution. Addressing the subcomponents is a process requiring ongoing commitment, enhancement, and the engagement of a wide range of stakeholders. By adopting the student needs framework, practitioners can embrace a systematic and research-informed approach to service redesign.



How does this framework align with the Professional Standards Framework (PSF)?

Staff may want to consider how their engagement with the student needs framework can offer an effective approach to areas of activity, enable deeper understanding of core knowledge and demonstrate alignment with professional values. It is particularly relevant to the following dimensions:

ACTIVITY: A1, A2, A4 and A5

KNOWLEDGE: K2 and K4

VALUES: V1, V2 and V4

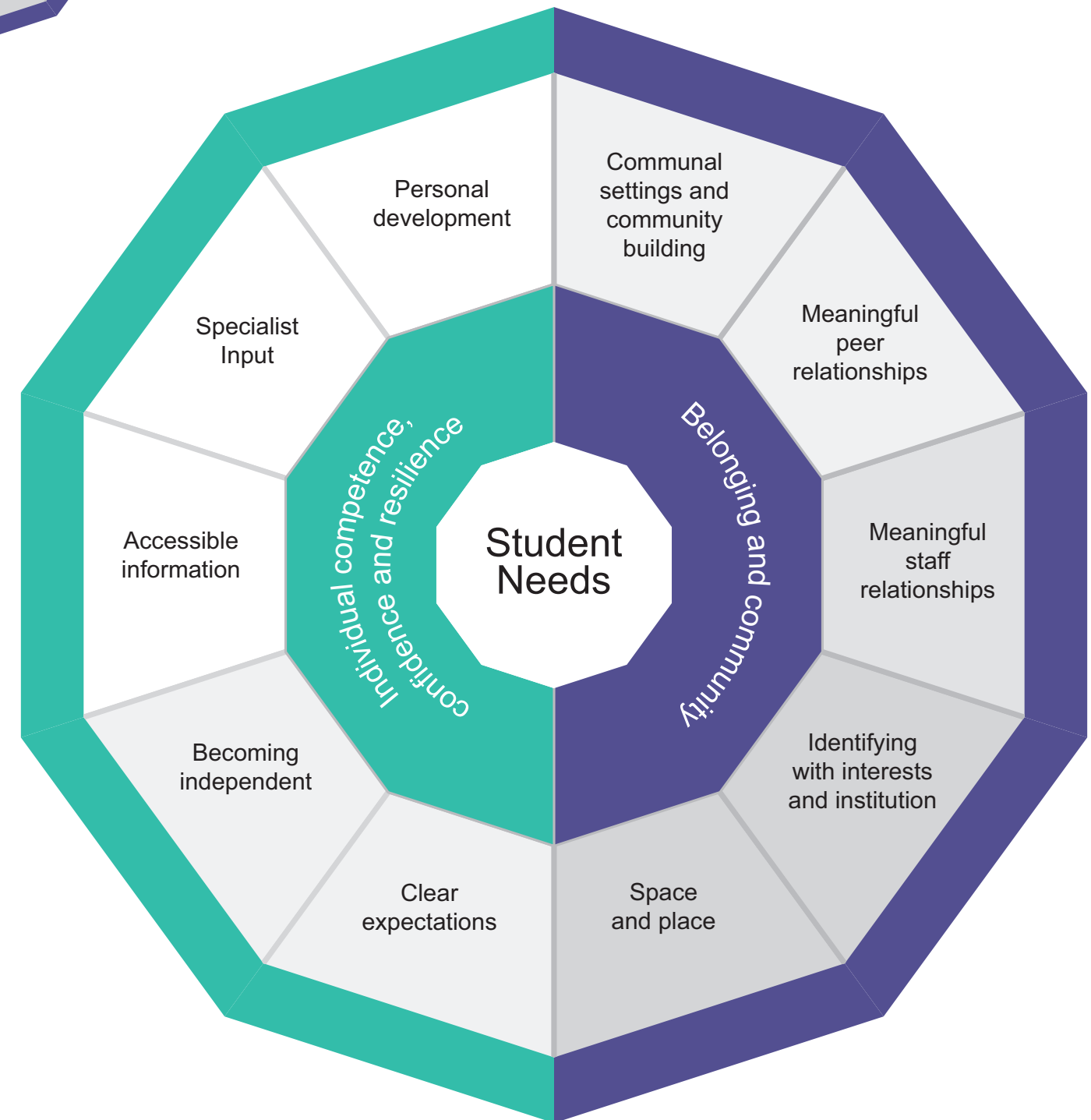
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