

Supporting Retention in Socially Distanced Campuses: What can Personal Tutoring do?



Dr Wilfrid Flanda
w.flanda@westminster.ac.uk

UNIVERSITY OF
WESTMINSTER

72% COMPLETION
RATES UK
bachelor's
degrees

39% comparable
DEVELOPED
COUNTRIES

(HEPI, 2021).

HE COMPLETION RATES

WHITE STUDENTS
91.3%

BAME STUDENTS
86.8%

(ECU 2019).

Non-white students

all students with higher levels of 'adverse circumstances'

lower levels of **BELONGINGNESS**

associated with **LOWER RATES** of **r**etention and **a**ttainment

What Works? (2017)



COVID-19

the student experience

- **loneliness and isolation**
(Ali & Smith, 2015)
- **being the only student in an online course**
(Kaufmann & Vallade, 2020)

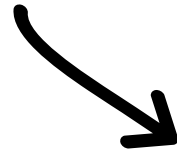
Drops out...

A LOSS ... **University...**, **Economy...**, to that **INDIVIDUAL**.

iNSTITUTIONAL COMPETITIVENESS

What Works? (2017)

STUDENT RETENTION (& success)



REMAINING
in one HE institution

COMPLETING
a programme of study



www.advance-he.ac.uk

PERSONAL TUTORING



- Support
- Sense of belonging

RETENTION



The project

submit a 500 words reflection

Personal Tutors

Marking reflective essays

Follow up on any particular problems raised

effective

INTERVENTIONS



Building capacity for student engagement

through

STAFF & STUDENT

PARTNERSHIP

**Building
capacity
for student engagement**

through **active learning**

(REFLECTION)

What Works? (2017)

Building capacity for student engagement

- own **EXPERIENCES**
- existing **RELATIONSHIPS**
- existing **STRUCTURES**



What Works? (2017)



the project
enabler of change ...

- ✓ explicit **ACADEMIC PURPOSE**
- ✓ promotes **COLLABORATION**
- ✓ monitors **INDIVIDUAL STUDENT ENGAGEMENT**

What Works? (2017)

the project **enabler of change**

‘ownership’ of the issues/solutions by

DISCIPLINE TEAMS

What Works? (2017)

the project **requires** drawing on emerging evidence of impact:

- benefits to individual students
- wider student experience and outcomes,
- and Staff own personal growth and development.

the project

Successful, BUT
one size does not fit all

also **Monitoring engagement**

- ✓ individual student participation
- ✓ performance
- ✓ following up students

strong need
students characteristics
students retention
key elements
issues of concerns
higher education course
white entrant
online students experience
peer mentoring
significant difference
rate of retention
students partnership approach
quality of course
programme of study
kaufmann & vallade
nice things
level of belongingness
increased level
white students
particular problem
students experience
future economy
adverse circumstances
linked engagement activities
specific discipline
enabler of change
bame students
lower rate
provisions of support
higher education
word reflection
lower level
ali & smith
level of loneliness
significant loss
personal tutor
first year
students
ongoing intervention
discipline team
reflective essays
higher level
future employment outcomes
active learning
individual students
students engagement
small group
personal tutoring
online course
higher education institutions

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