

Reflecting on the role of mental wellbeing in the curriculum and university

The impact on retention, progression and success

Michelle Morgan

AdvanceHE Student Retention and Success Symposium

16 September 2020



- Look at the factors that impact on mental wellbeing and retention, progression and success
- Look at Covid19 specific factors
- Look at how to plan and develop 'quick win' transition activities

World Health Organisation Definition

"Mental health is not just the absence of mental disorder. It is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

<https://www.mind.org.uk/information-support/your-stories/what-is-mental-health-and-mental-wellbeing/#:~:text=It%20is%20defined%20as%20a,to%20her%20or%20his%20community.%22>



My study journey

**£2500 bank loan debt that took 7
years to pay off**

Impacted on pension contributions

**Last year to get a grant
and fees paid- 1989**

Had to work and study as my
partner was unable to work
due to an injury

Went to a Polytechnic
Last year to graduate
with a CNNA degree

**No help or support
from parents**



Mature student
1 of 5 on my course in
a cohort of 80

Working class female student

First generation
Parents had no educational
aspirations for me or my brother

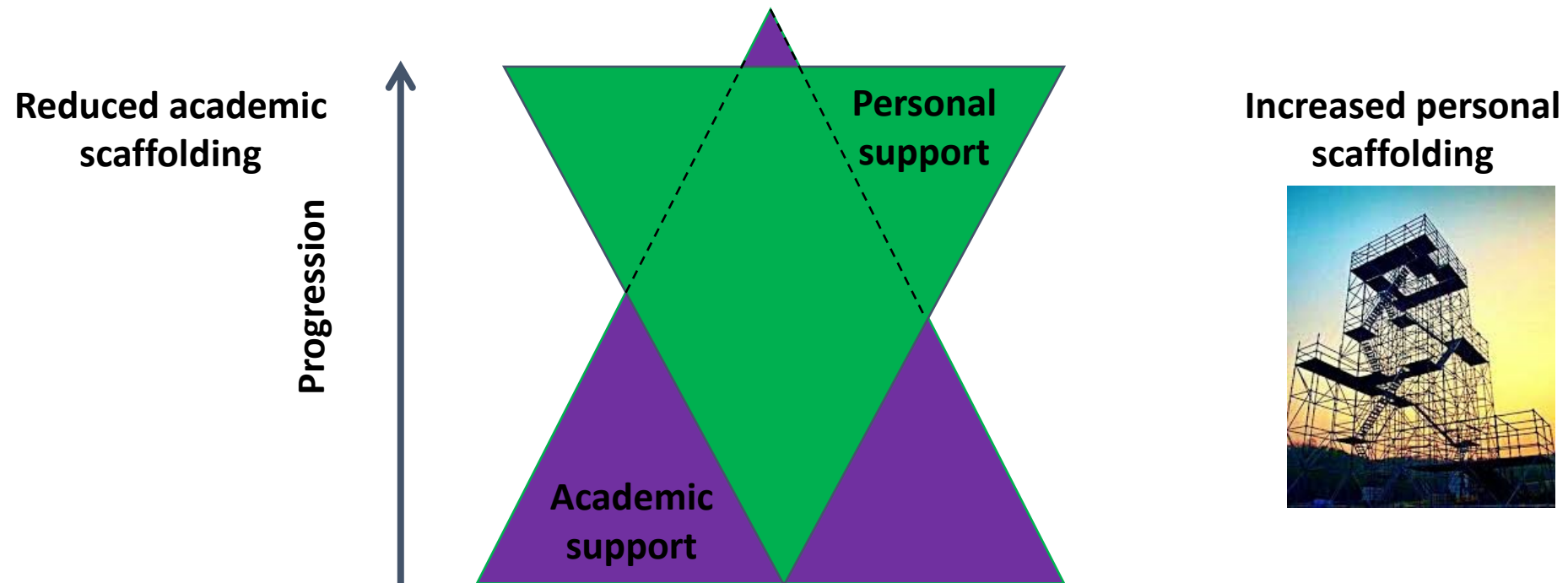
A levels
I did badly in exams, great with CW!
C, D, E - 100% exams

**My brother inspired me to go
because he made it!**

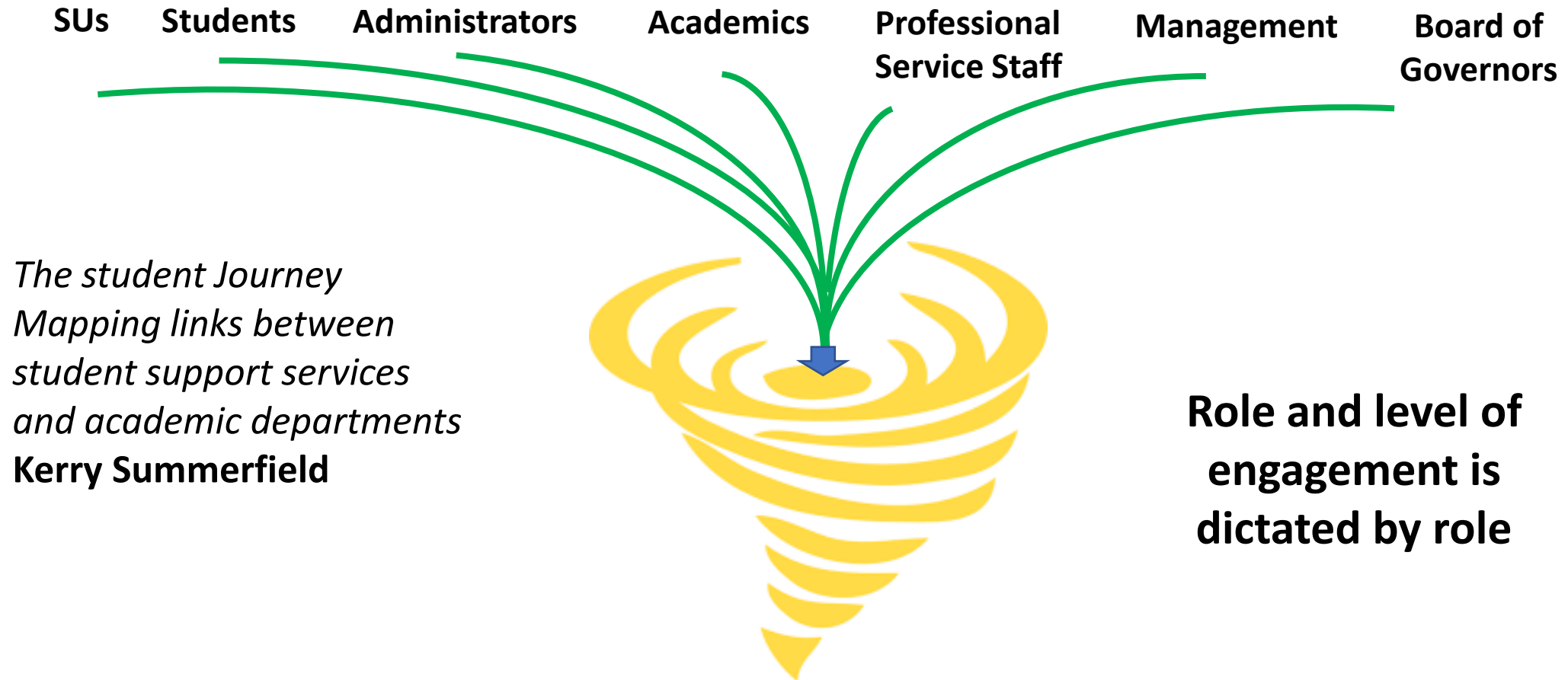
**Worked for 4 years before
starting my studies**

What I saw.....

- Concentration on 'first 2 weeks' then later 'first year' on the first year of a traditional degree - in practice and literature
- Other years ignored
- Them and us- administrative vs academic
- Silo practices between faculties and the centre
- Increased student diversity but limited awareness of different learning and support requirements



What I realised.....

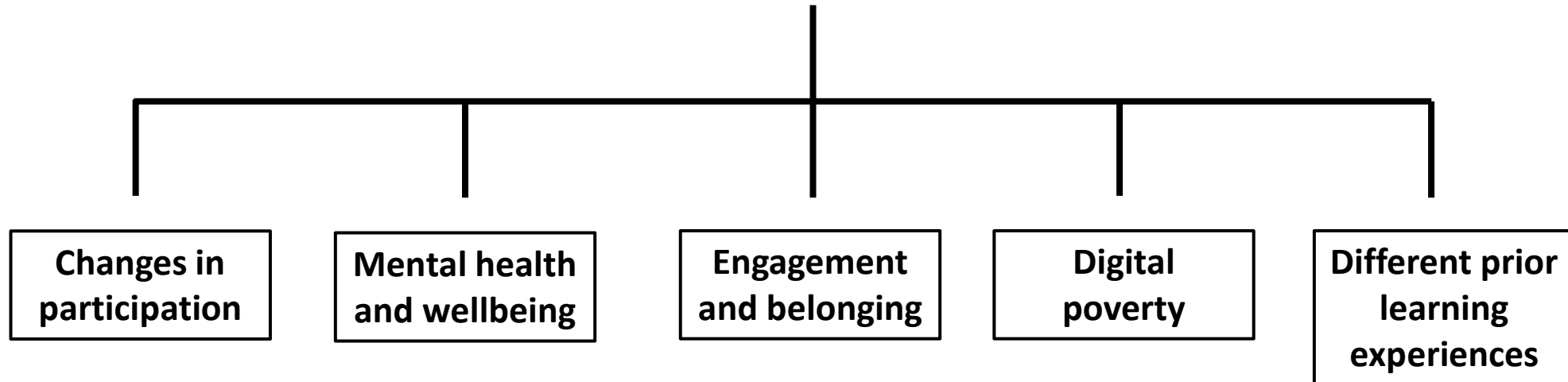


All servants of the learning imperative

Recruitment, retention, progression and attainment of students via the delivery of a high quality student experience in, through and out of the study journey

The key areas impacting on wellbeing and retention, progression and success

What we need to think about

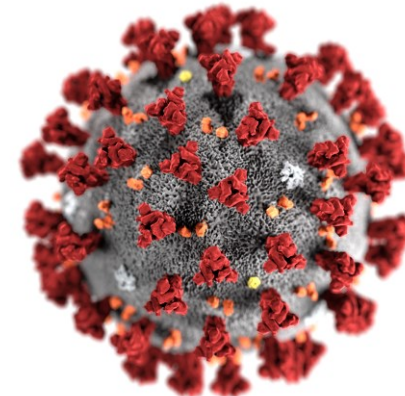


Covid19 and the known unknowns



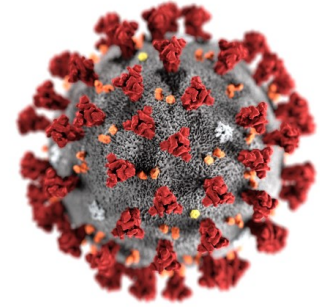
Donald Rumsfeld, Secretary of Defense 2001-06, USA

There are known knowns. These are things we know that we know. There are known unknowns. That is to say, there are things that we know we don't know. But there are also unknown unknowns. There are things we don't know we don't know



Some known unknowns in 20/21

- Will new UG entrants want to defer a year due to concerns?
- Will existing students want to defer?
- What number of 21-24 yr old graduates will decide to go onto PGT study to improve their employment prospects?
- Will an online learning in Term 1 impact on UG and PGT participation?
- Will the concern over unemployment lead to increased UG and PGT participation?
- Could concerns over fulltime PGT study re-energise the PGT part-time market?
- What is the employment outlook for current UG and PGT students?



The key areas impacting on wellbeing and retention, progression and success

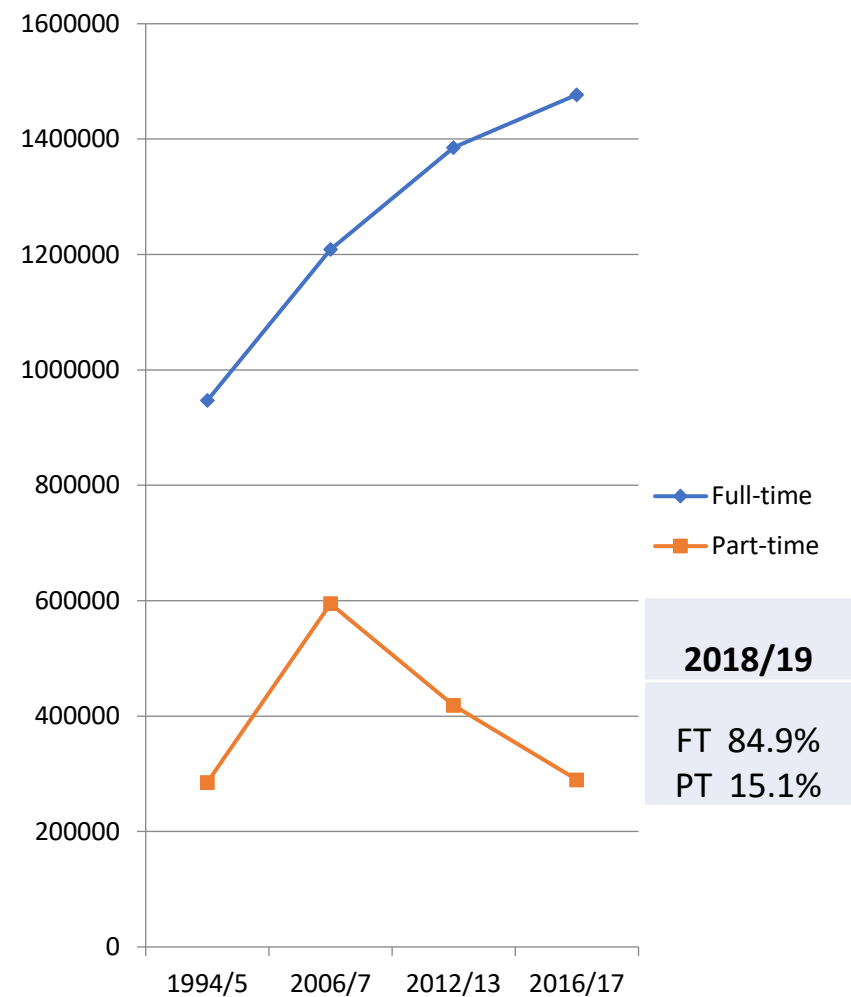
What we need to think about

Changes in
participation

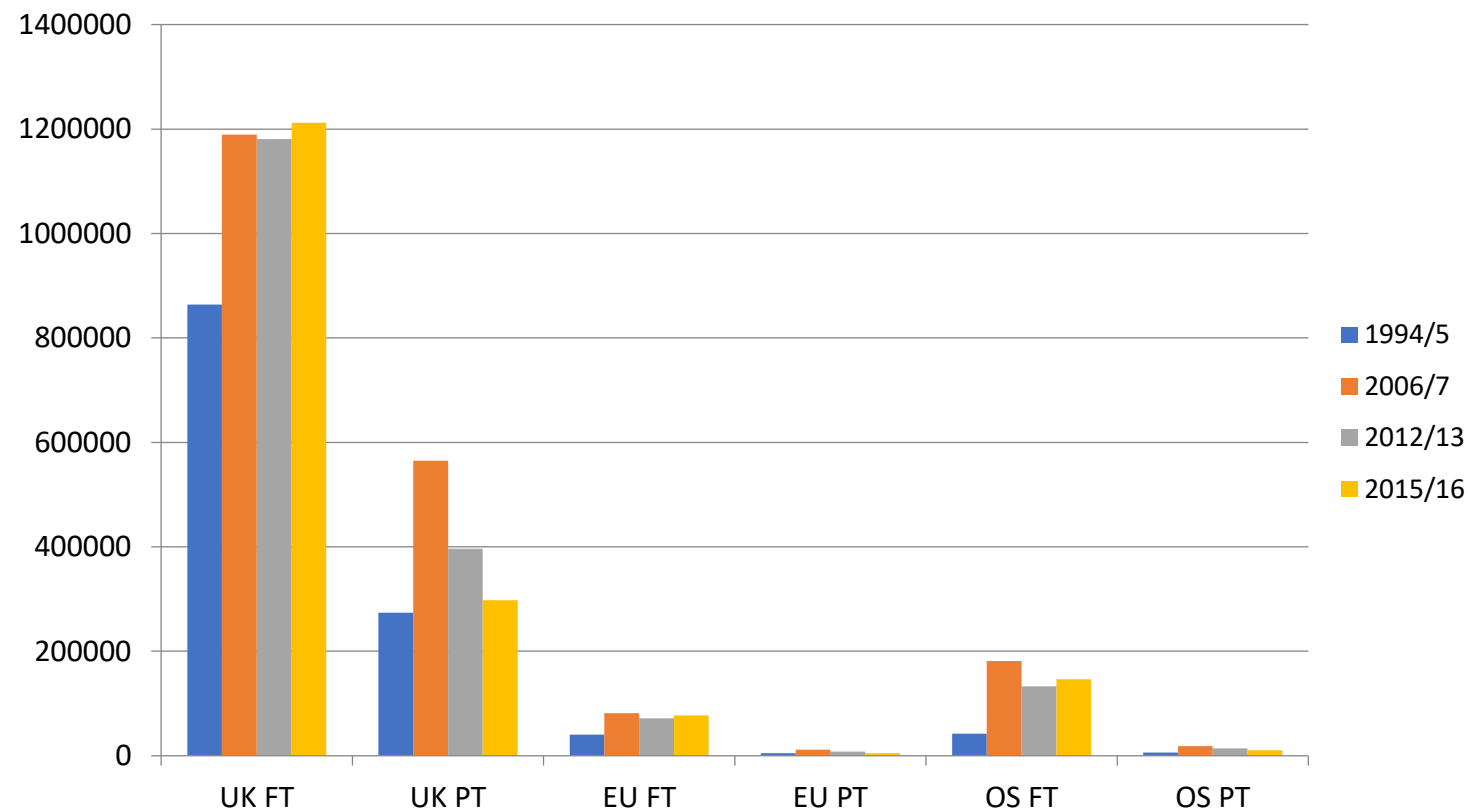


Changes in UG participation

Massification and internationalisation

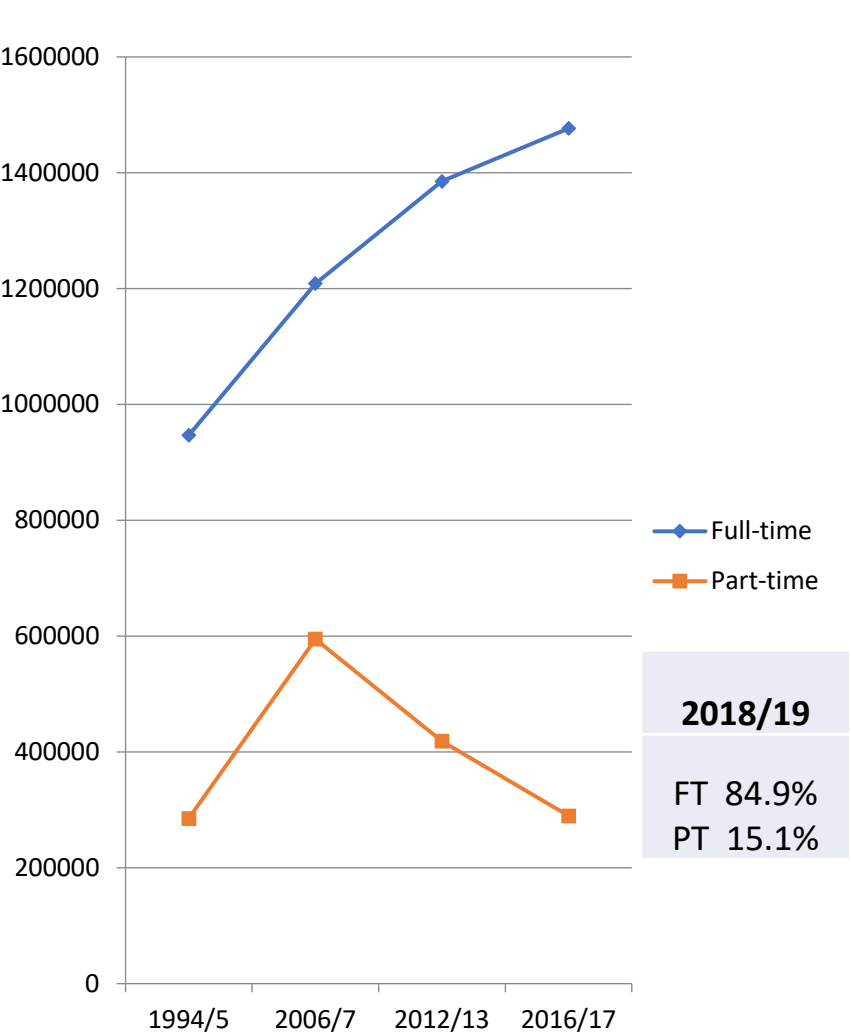


Source: Extracted from HESA data

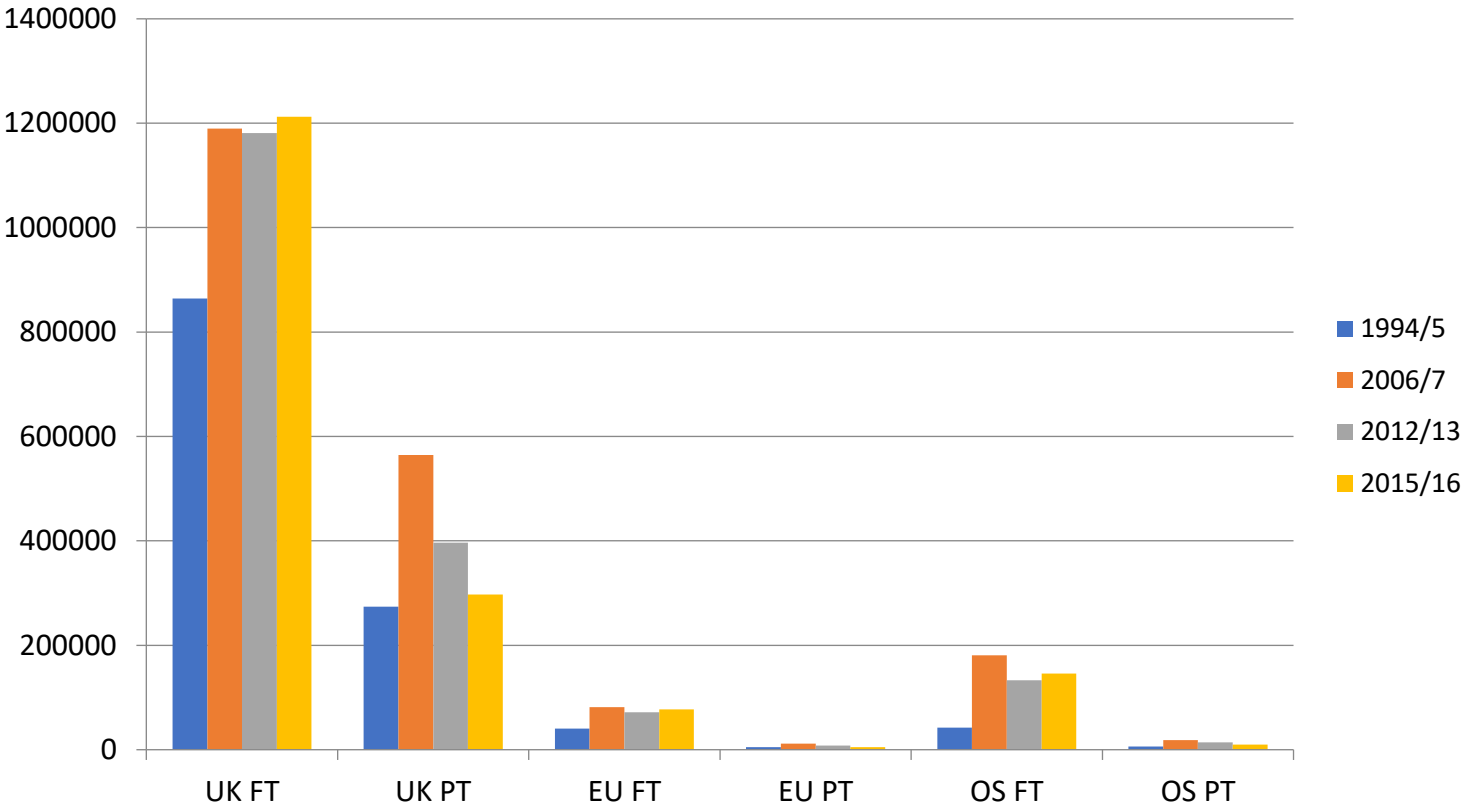


Changes in UG participation

Massification and internationalisation



Source: Extracted from HESA data



1994/5
UK 92.4%
EU 3.7%
OS 3.9%

2018/19
UK 85.1%
EU 5.5%
OS 9.4%

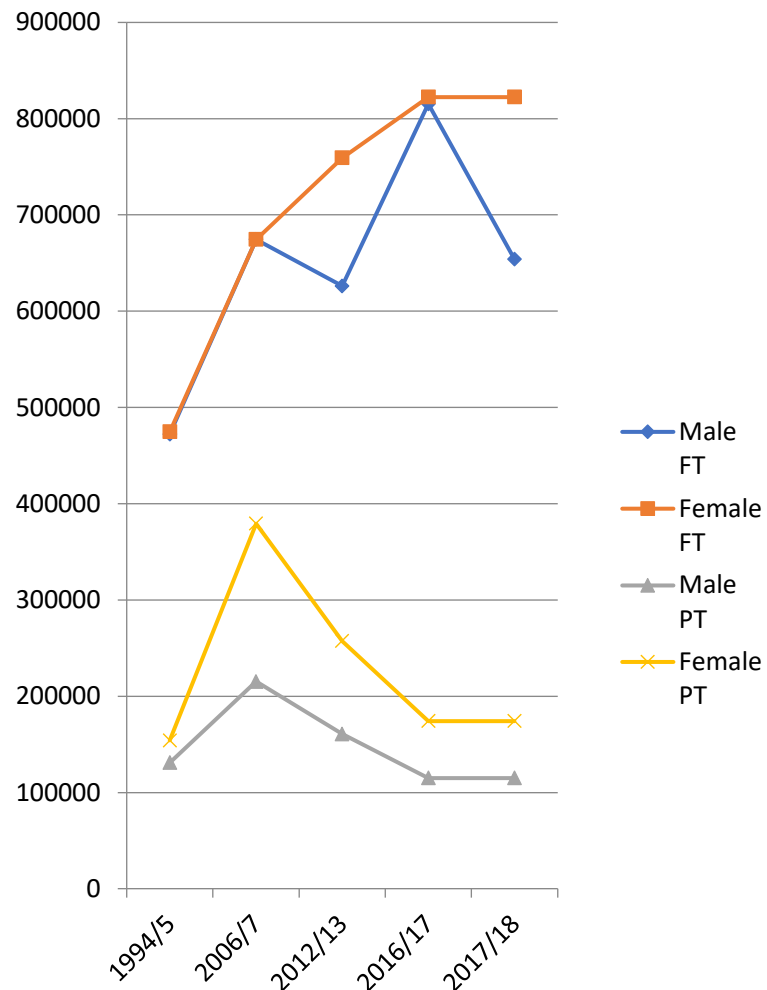
2018/19 FT
UK 83.3%
EU 6.2%
OS 10.5%

2018/19 PT
UK 95%
EU 1.5%
OS 3.5%



UK UG Student Characteristics

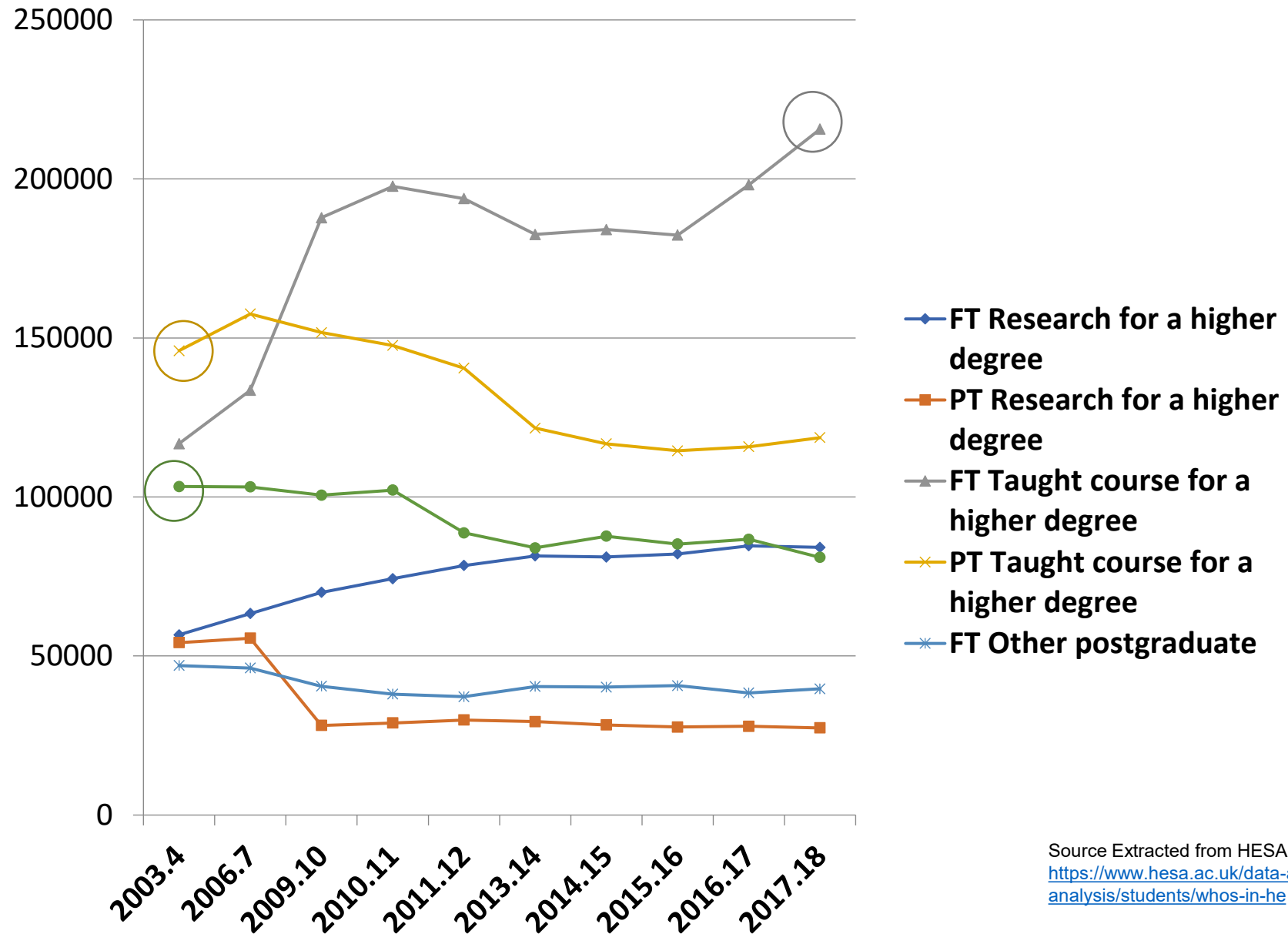
UK census 2011- 86% White; 14% BAME



First year marker Level of study Mode of study

	2014/15	2015/16	2016/17	2017/18	2018/19
Sex					
Female	56%	56%	56%	56%	57%
Male	44%	44%	44%	43%	43%
Other	0%	0%	0%	0%	0%
Age group					
20 and under	52%	53%	54%	54%	54%
21-24 years	25%	25%	25%	26%	26%
25-29 years	7%	7%	7%	7%	7%
30 years and over	16%	15%	14%	13%	13%
Age unknown					
Disability status					
Known disability	12%	12%	13%	14%	15%
No known disability	88%	88%	87%	86%	85%
Ethnicity					
White	79%	78%	77%	76%	75%
Black	7%	7%	7%	7%	7%
Asian	10%	10%	11%	11%	12%
Mixed	3%	4%	4%	4%	4%
Other	1%	1%	1%	2%	2%
Not known					
Total UK domiciled students	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Changes in PG participation



Source Extracted from HESA
<https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

Age and PGT study UK dom only

All PG enrolments 10/11
by age and within mode

	FT	PT
20 and under	0.9%	0.2%
21-24	47.9%	9.7%
25-29	30.2%	20.7%
30 +	21.0%	69.4%

All PGT enrolments 14/15
by age and within mode

	FT	PT
20 and under	1.0%	0.1%
21-24	58.3%	11.3%
25-29	24.5%	20.8%
30 +	16.2%	67.8%

All PGT enrolments 17/18
by age and within mode

	FT	PT
20 and under	1%	0.1%
21-24	60.0%	11.2%
25-29	22.3%	21.6%
30 +	16.7%	67.1%

All PGT enrolments 18/19
by age and within mode

	FT	PT
20 and under	1.0%	0.1%
21-24	61.1%	11.0%
25-29	21.7%	21.4%
30 +	16.2%	67.5%

The complex lives of students



UG UK domiciled, English Second Language, Direct Entry



UG Mature, Disability (dyslexia), single parent



PGT International, transgender



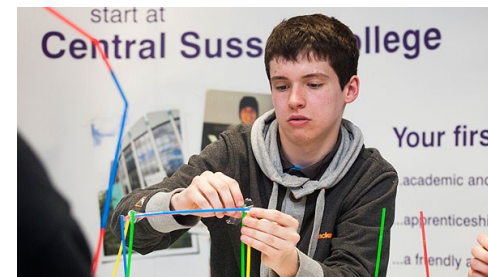
UG, Visiting, International



Mature, Veteran, Commuter, Carer of Elderly Parents



Disabled, Postgraduate, Part-time, BAME

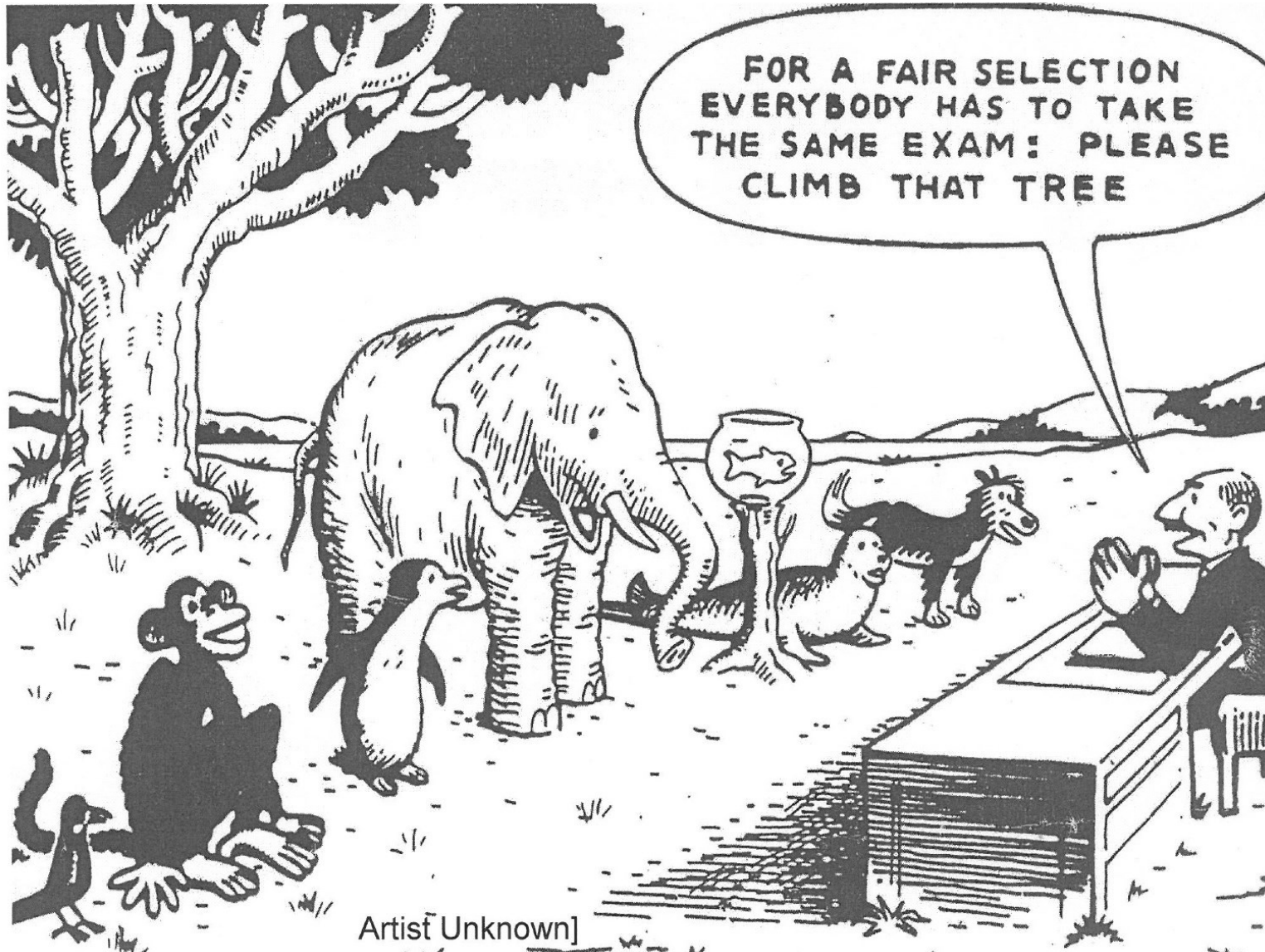


UG Young Learner, Care Leaver Disability (Mental Health)



UG, part-time, WBL

One size fits all

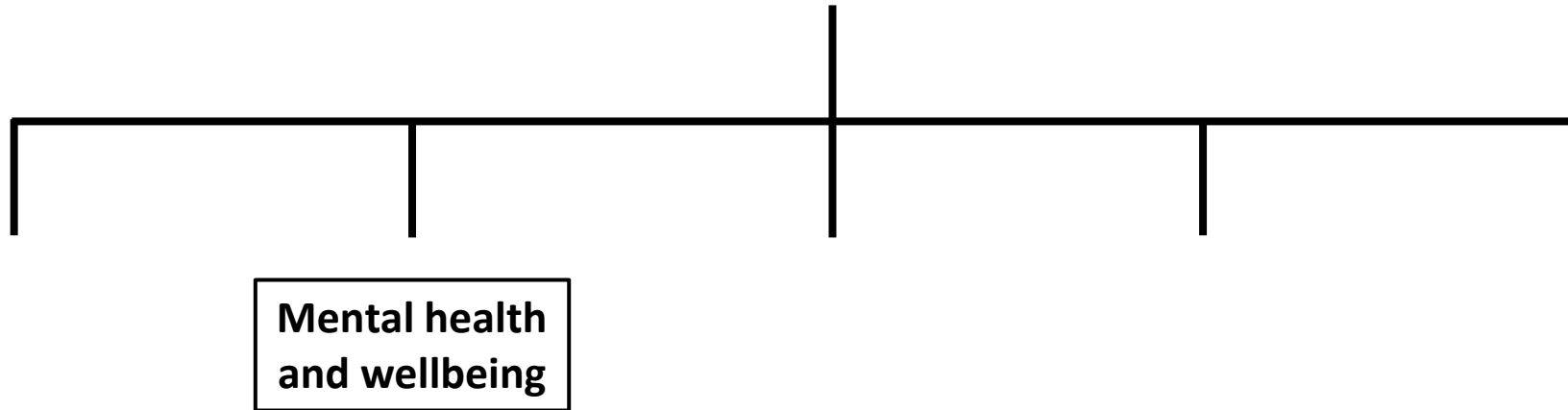


*The application of
compassion fatigue to HE*
Victoria Jackson

*Emotional intelligence: A
skill to unlock student
happiness*
Sandra Thompson

The key areas impacting on wellbeing and retention, progression and success

What we need to think about



Challenges for staff

UK driven by metrics

TEF

REF

KEF

NSS

PTES

DHLE

LEO.....



The pressure on everyone is immense in this 'brave new world' of HE

High student expectations

Academic pressure to be a teacher, researcher, administrator



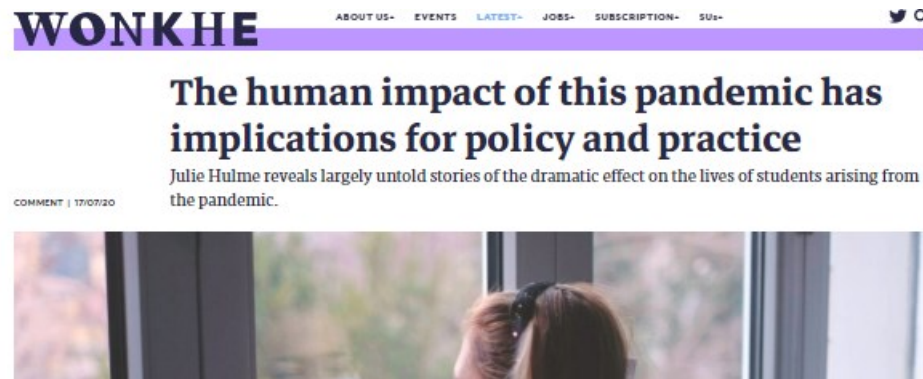
Reduced funding

Declining resources

Increased administrative tasks

Challenges for students

- Isolation due to possible lockdown
- Emotional impact
- Covid19 impact already experienced



<https://wonkhe.com/blogs/the-human-impact-of-this-pandemic-has-implications-for-policy-and-practice/>

- Increase in feelings of imposter syndrome

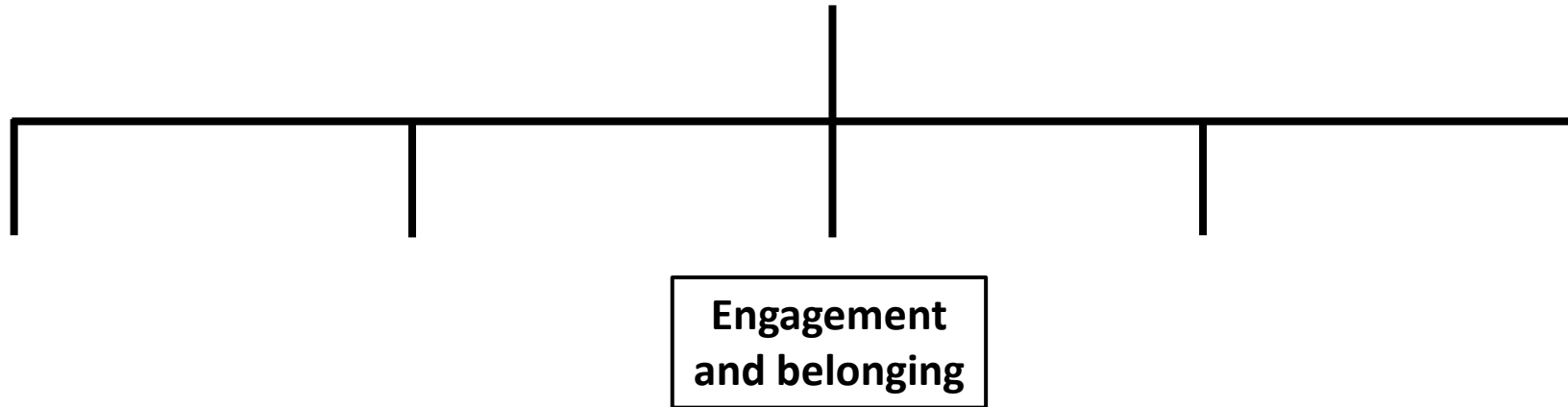
"What is your biggest worry right now?"

Dr Fiona Rawle on Twitter

- my parents who are essential workers
- my mental health and if it will prevent me from succeeding
- digital overload
- money
- my brother's chemo
- procrastination
- being already behind
- I can't pay for both rent and food
- my parents might see me as a failure
- uncertainty about online learning
- uncertainty about life in general
- my health (I have pre-existing conditions)

The key areas impacting on wellbeing and retention, progression and success

What we need to think about



Engagement for success!

- 'Engagement' is becoming an important term in HE
- Argued that **how** engaged a student is in their studies impacts on progression, continuation and success
- Argued that 'engagement' increases 'belonging'
- Being weaved into narrative of 'TEF'
- No clear definition of 'engagement' in HE.



Who is more engaged with their university?

Student 1

Attends all lectures and seminars

Is not involved in extra curricula activity

Lives on campus

Does limited extra reading

Has 25 hours contact time a week

Timetable split over 3 full days

Do not undertake paid work

Dyslexic

Single and 18 years old

All are full-time students

Student 2

Attends 80% of all lectures and seminars

Is a course representative

Lives 15 miles away and uses public transport

Does all of the extra reading

Has 12 hours contact time a week

Timetable split over 4 days

* One day has 1 lecture at 9am and another has 1 seminar

Undertakes 15 Hours paid work a week

Wheel chair user

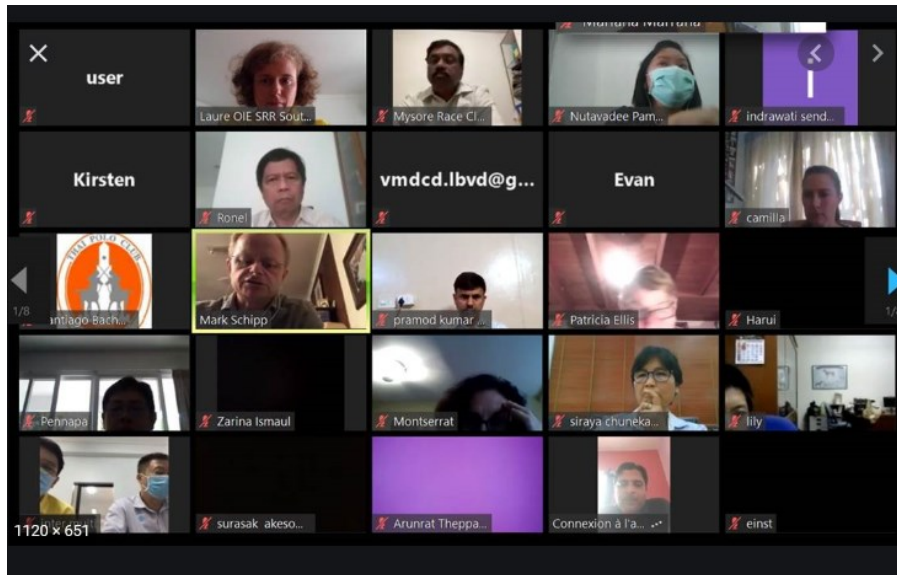
23 Years old care leaver



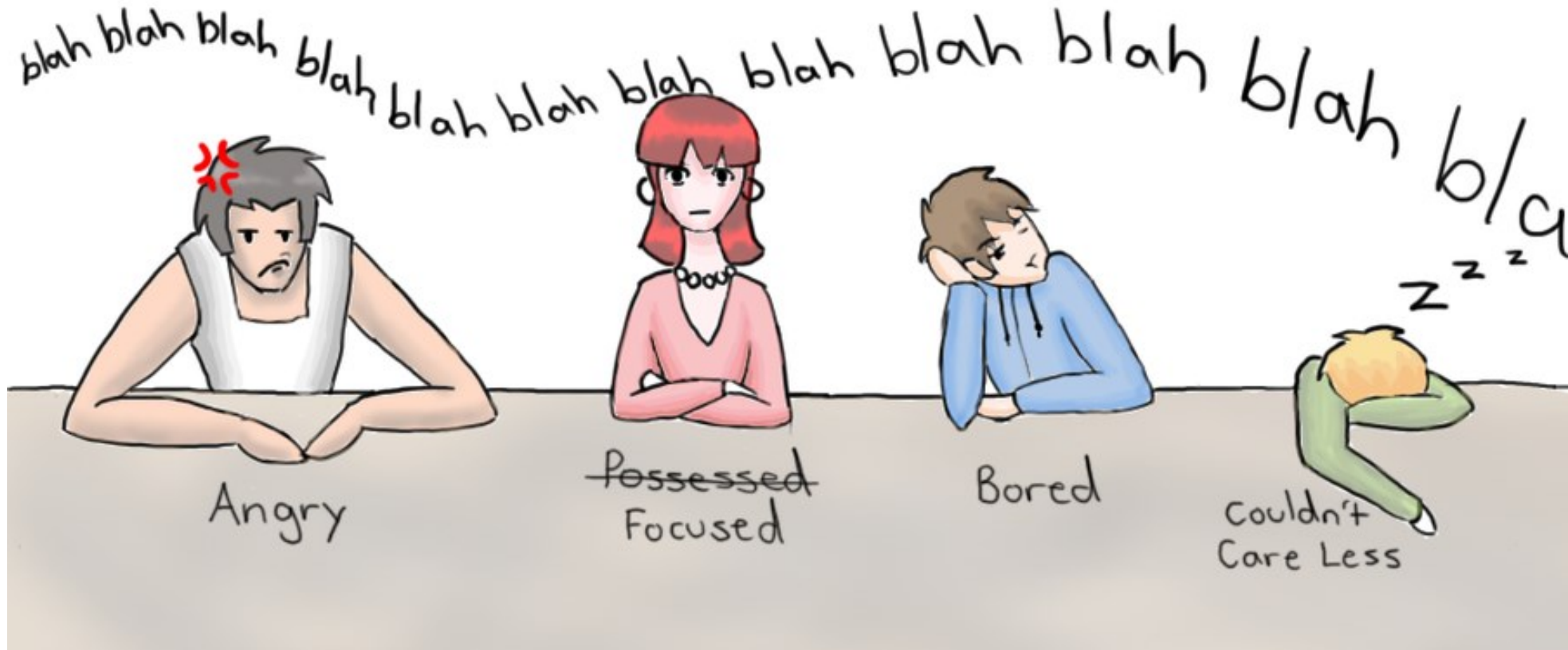
New ways of connecting and engaging



- Engagement different
- Have staff been fully engaged doing meetings online?
- Can be exhausting watching the screen and sitting in one position for hours on time
- Are our students any different?

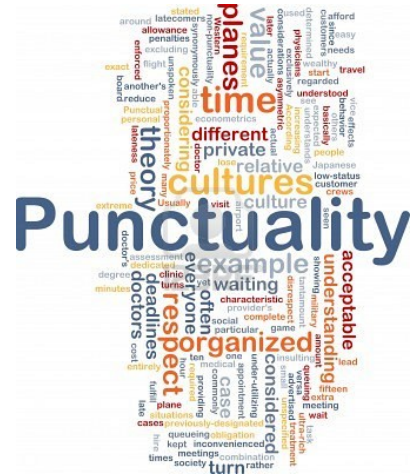


Boring Lectures *meetings*



Attendance does not = engaged

How do we measure 'engagement'?



Virtual

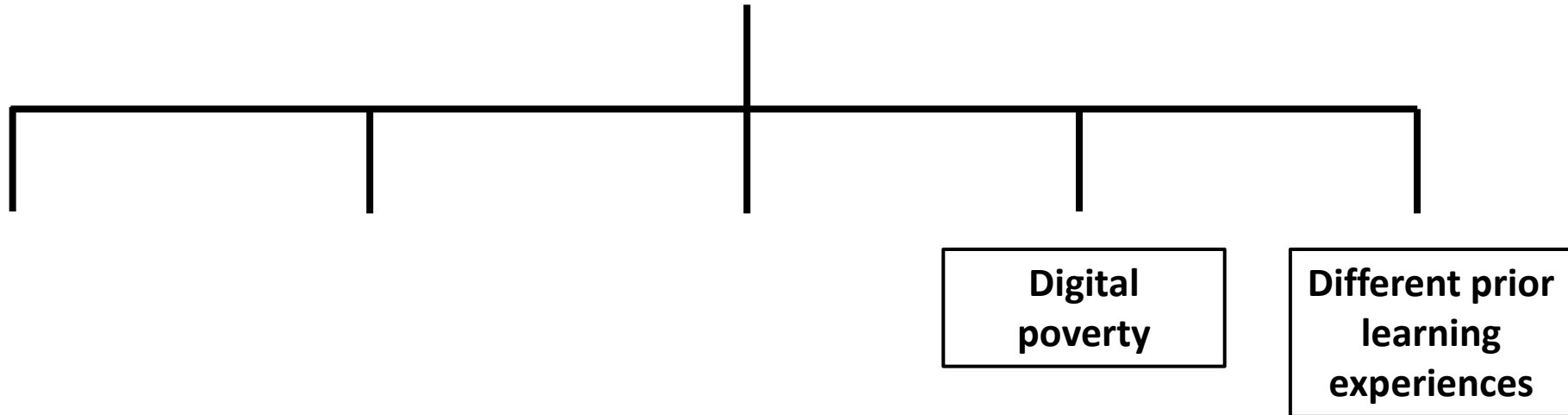
Learning

Environment



The key areas impacting on wellbeing and retention, progression and success

What we need to think about

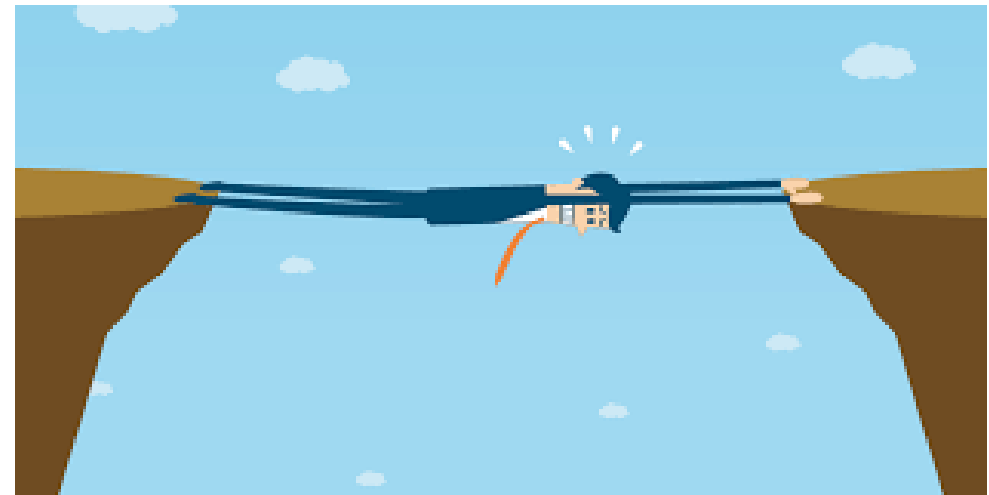


Digital poverty and prior learning experiences

Assumptions of what students 'should' know and do!

Students:

- Have access to and undertake digital learning at school and college!
- Have the resources!
- Know how to live away from home!
- Easy to adapt to University study!



Example of assumptions made

Findings from the Undergraduate Level 4
Pre-Arrival Academic Questionnaire (PAQ)

A case study from a Post 1992 University



Dr Michelle Morgan
February 2020

Students are 'learning' digital natives

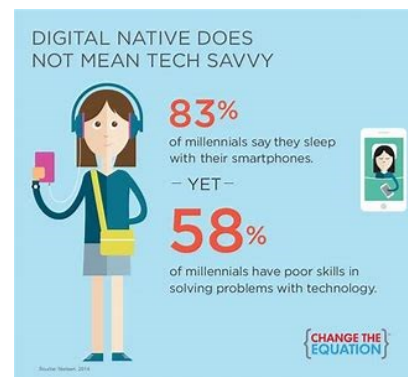
Pre-Arrival Academic Questionnaire Cross institution sample n=1104

Asked to tick all that apply

Access learning materials in previous study

Handwritten notes	82.7%
Course handbook	79.2%
Info outside of VLE	55.8%
Handouts from books	55.4%
Info on the school VLE	52.9%
	18yr -46%
	19yr- 28%
Books in the library	36.9%
	18yr -40.8%
	19yr- 28.3%

Being a 'social' digital
native does not
=
'learning' digital native



Submission of work

Hardcopy with a cover sheet	28.3%
Hardcopy without a cover sheet	44.4%
Via email	34.5%
VLE	35.8%
	57% BTEC
	23% A-Level

Expectation of using university services

Academic	49%%
Careers and employability	47.0%
Sports facilities	46.4%
Health and wellbeing	43.7%
Financial advice	28.5%
Housing advice	11.4%



So what can we do?

- Collaborate
- Bridge learning gaps
- Adapt procedures
- Provide clear guidance
- Support known transition pressure points
- Provide relevant staff training
- And..... **Students need 'real' models not just 'role' models**

*"Alone we can do so little;
together
we can do so much."*
~Helen Keller

*Breaking down barriers to learning and
ensuring learner success with digital
cognitive profiling*

Louise Karwowski

The professional development of staff
Sheri Scott

*Supporting personal tutors to enhance
student wellbeing outcomes*

Morag Walling

*Supporting PGR student success through
a peer connect initiative*

Emma Young

*Identifying and intervening to support
online PGs in need*

Victoria Hewitt



The student voice

1. Collect the right data: baseline wellbeing data of a cohort, the basic customer service feedback of the customer journey through a service, and clinical improvements in the support you give - this means you can be assured that what you provide actually helps students.

2. Ensure the right governance structures: Uni governing bodies should be receiving assurances that MH services are well resourced and accessible to students. Services should have regular reporting to a committee with student input.

3. Ensure you have expertise in house on the experiences of mental health and wellbeing in different student groups: international, postgraduate, LGBT+, black students, care leavers etc and tailor the support accordingly. This includes having diverse practitioners.

4. Mental health provision isn't just your student services. Affordable living costs prevents poor mental health, manageable workload and expectations prevents poor mental health, access to community and relationship prevents mental health. Start looking holistically - its within your control.

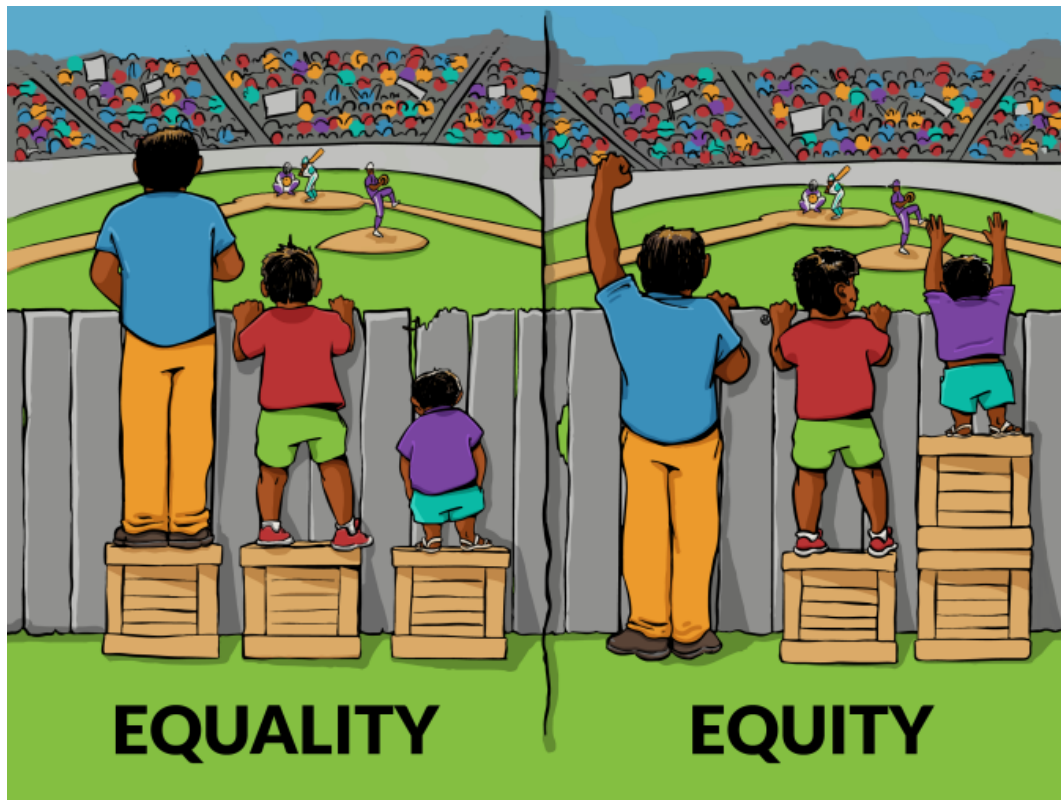
5. Listen to students and their SUs to get fast, accurate and up to date sense-checks of how students are, how they're finding the services and what more can be done. This is a process of continuous improvement so keep learning, changing and listening.



Eve Alcock
QAA Student Board Member
Former SU President at the
University of Bath

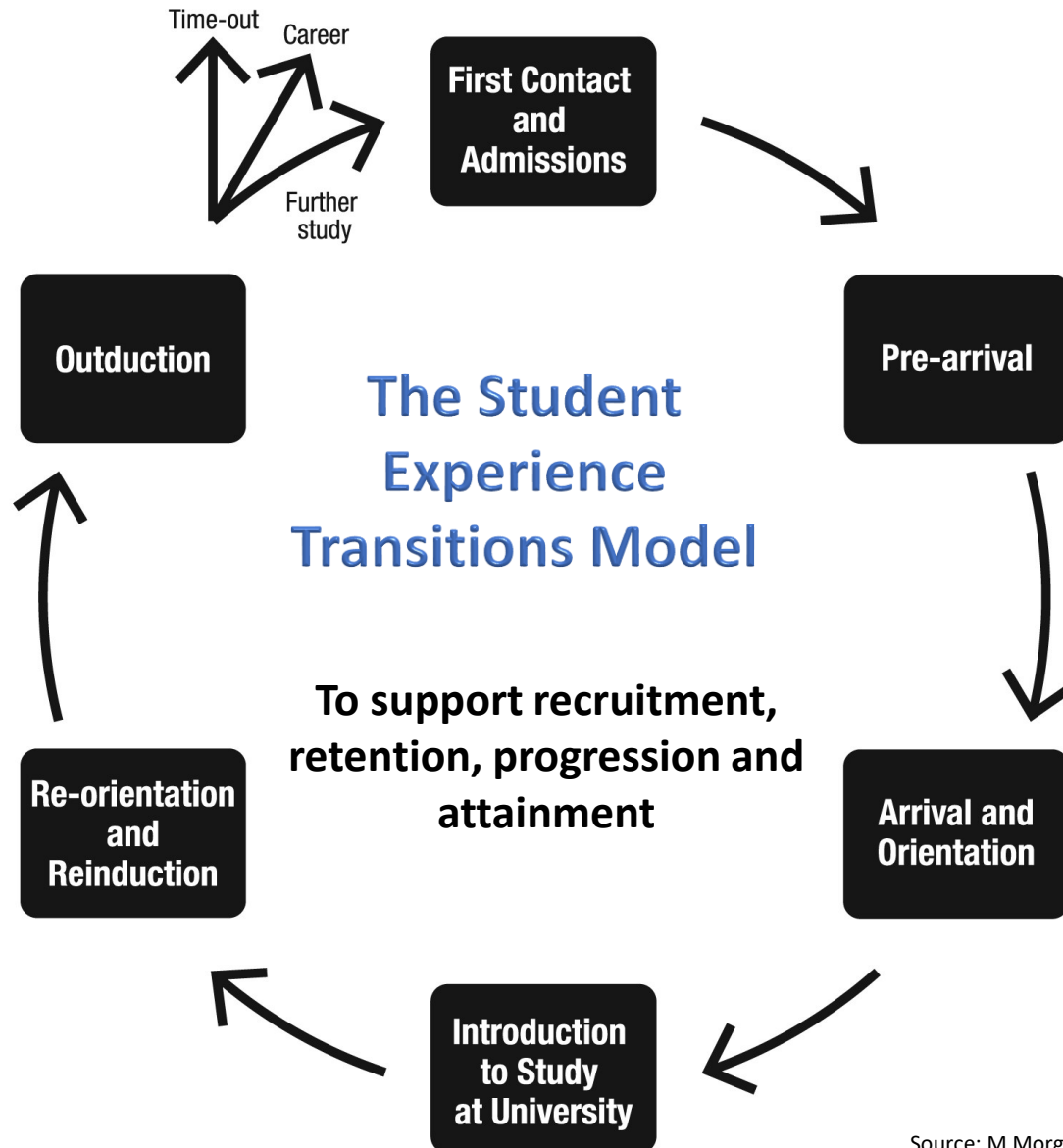
Support for different levels of study

- UG, PGT and PGR need focused support
- Do not lift and shift initiatives from different levels



Artist unknown

The key study transitions



Critical

Manage aspirations, expectations, academic and social integration, in, through and out!

5 Key interlinking student experience areas

- Pedagogy
- Curriculum, and assessment
- Finance
- Support
- Employment/employability

Wellbeing during the student employability journey: a peer to peer initiative at BU

Vianna Renaud

Course mapping for all levels of study

A student on a one-year course

- Introduction to university study by the end of semester 1 or term 1
- Reorientation and reinduction at the start of semester 2 or term 2
- Outduction just after the start of semester 2 or the beginning of term 3.

A student on a three/four-year full-time degree

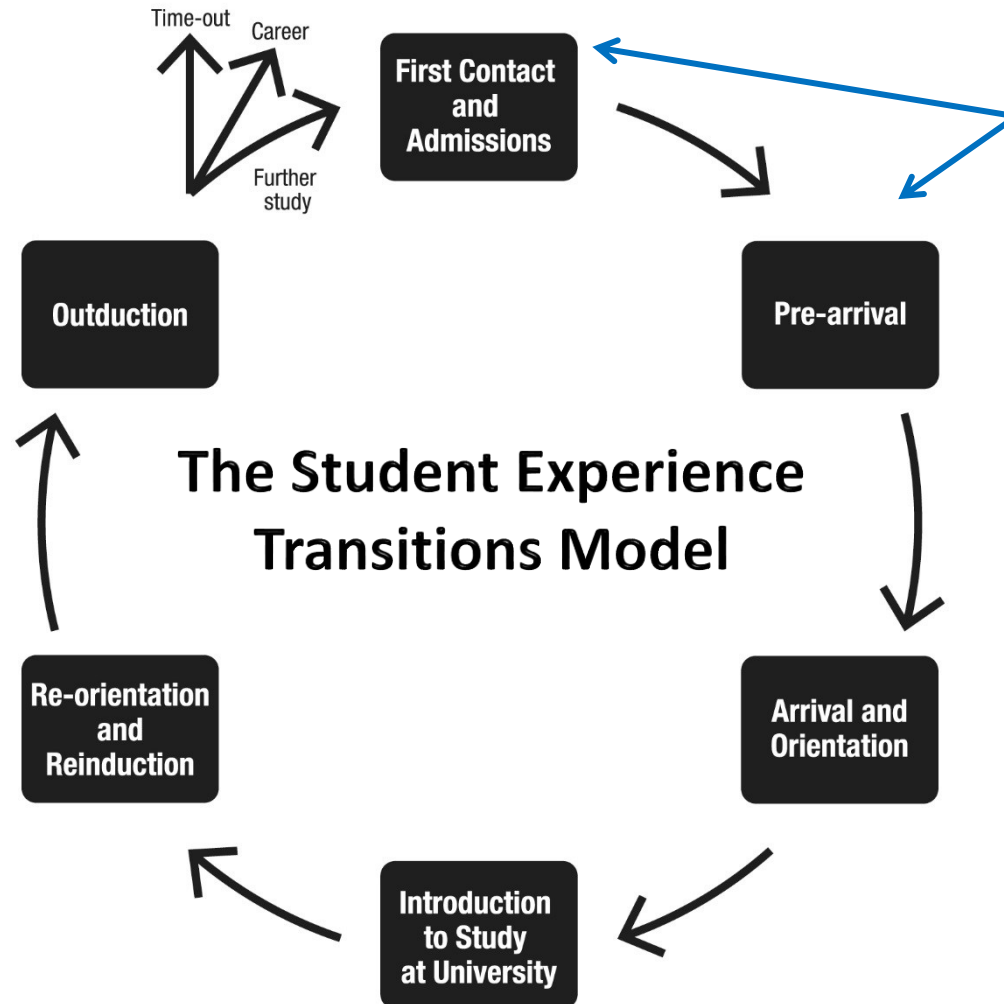
- Introduction to university study during level 1
- Reorientation and reinduction in level 2
- Outduction starts semester 2 of Level 2 and continues into Level 3

A student entering as a direct entry/articulated student into level 2

- Orientation and introduction to study in semester 1 level 2
- Reinduction to Level 2 will have to run alongside or be incorporated into their programme
- Outduction starts semester 2 of Level 2 and continues into Level 3



What are the key pinch points for an undergraduate student?



Start preparing

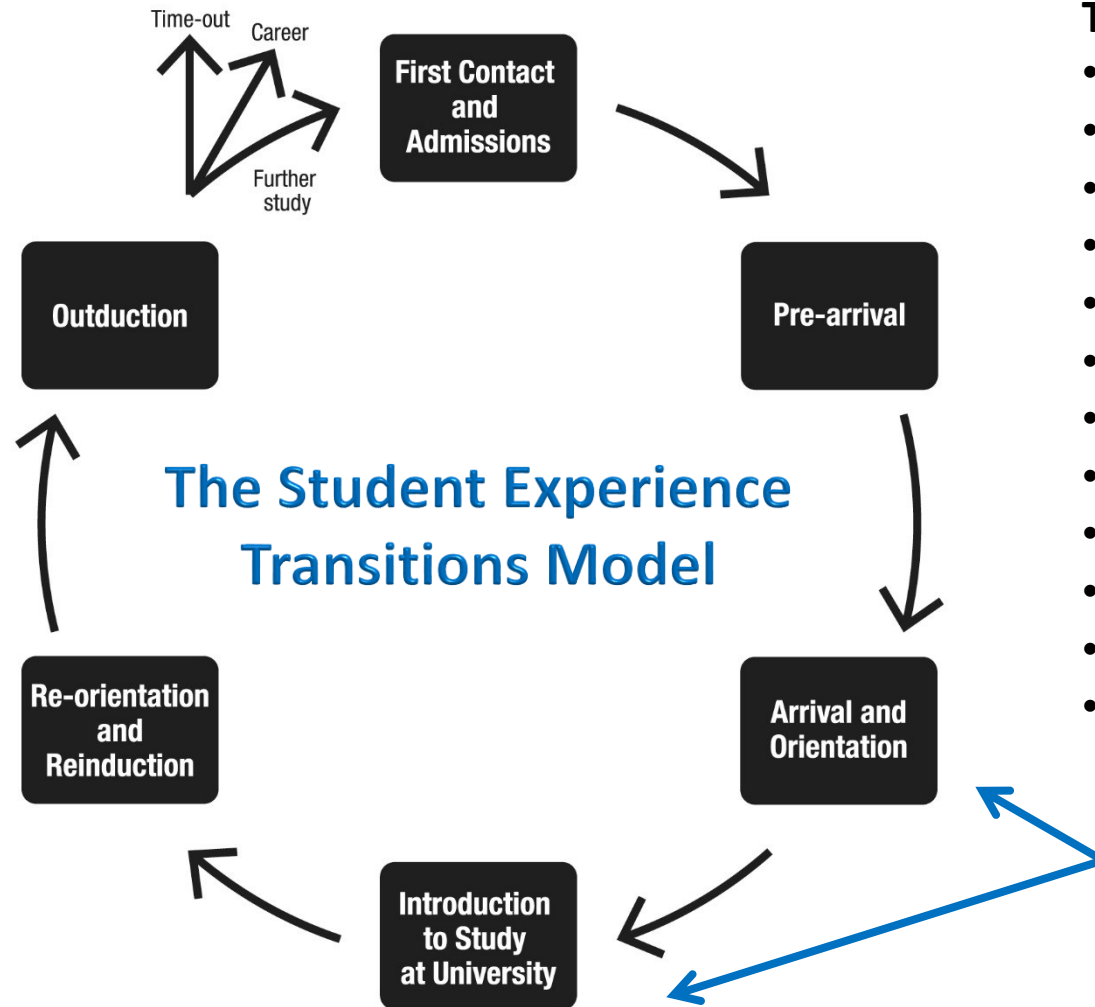
- Unsure what to expect
- Knowing what questions to ask
- Worrying about not fitting in
- Finding accommodation
- Sorting out financial issues
- Undertaking pre-enrolment
- Will applicants want to come in a Covid19 world?
- Will they want to defer?
- Retake pre-entry exams?

Setting and managing expectations

- How will learning happen?
 - What constitutes F2F?- in-person, webinar
 - Contact hours?
 - Online resources, access and space
 - How will assessment happen?
 - Lack of exam experience across all levels
 - Delayed start process due to illness, local lockdown, flight cost?
 - Illness, local lockdown and rules and regulations
- Study information
 - Fee and accommodation liabilities
 - Deferral/ transfer options
- Safety on campus
 - Social distancing in learning and social spaces?
 - Masks, hand sanitizer? Cleaning of spaces?
 - Covid19 Antibody Testing?
 - Being able to identify difference between Freshers Flu and C19
 - Quarantine plans for EU/OS students?
- Accommodation
 - Study bubbles?
 - Illness protocol?
- Social activities
 - Sports, volunteering?
 - Bars?



Key undergraduate pinch points



The first year

- Learning how to study in HE
- Learning how to live with strangers
- Coping with independence
- Transitions issues- personal, finance, balancing workloads
- Wobble week (3-6)
- First formal feedback
- Placement activity for courses in the first year
- Coming back after the Xmas break
- Exams and results
- Sorting out accommodation for year 2
- Dealing with illness or family illness bereavement
- Managing technology and social relationships online



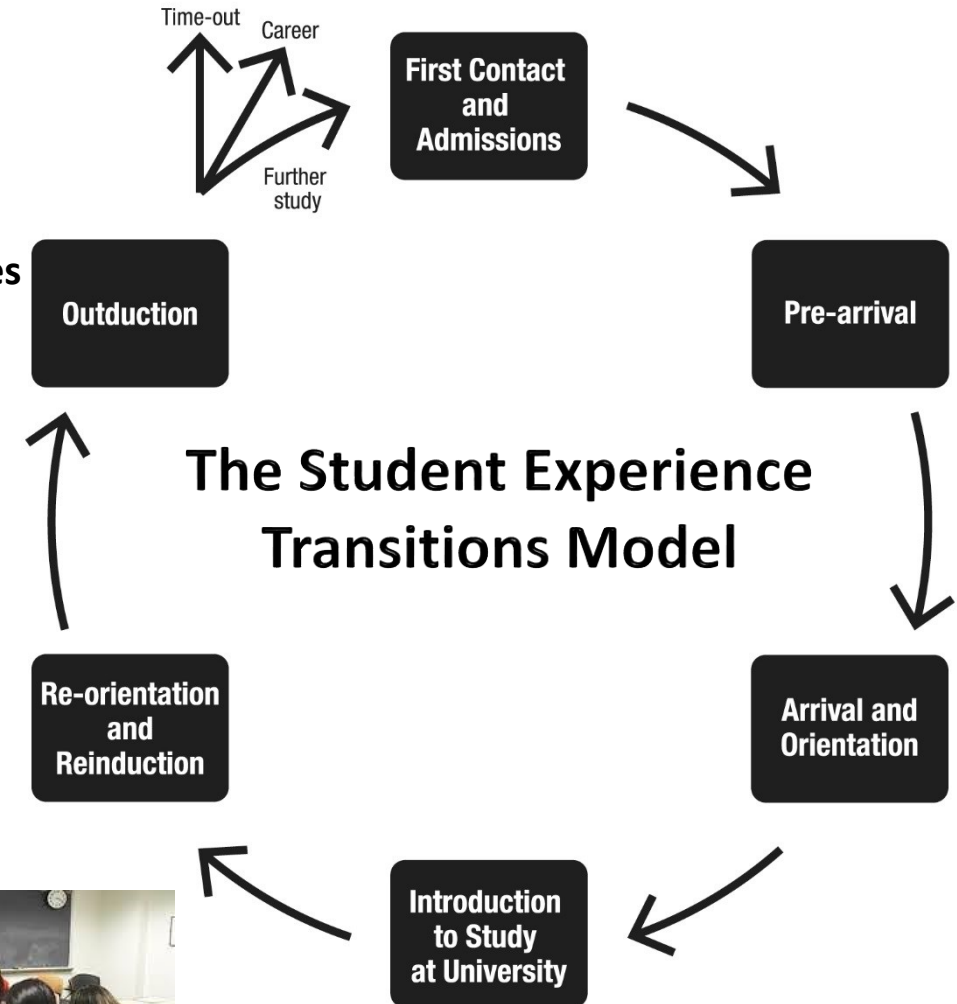
Key UG study pinch points

Preparing to leave

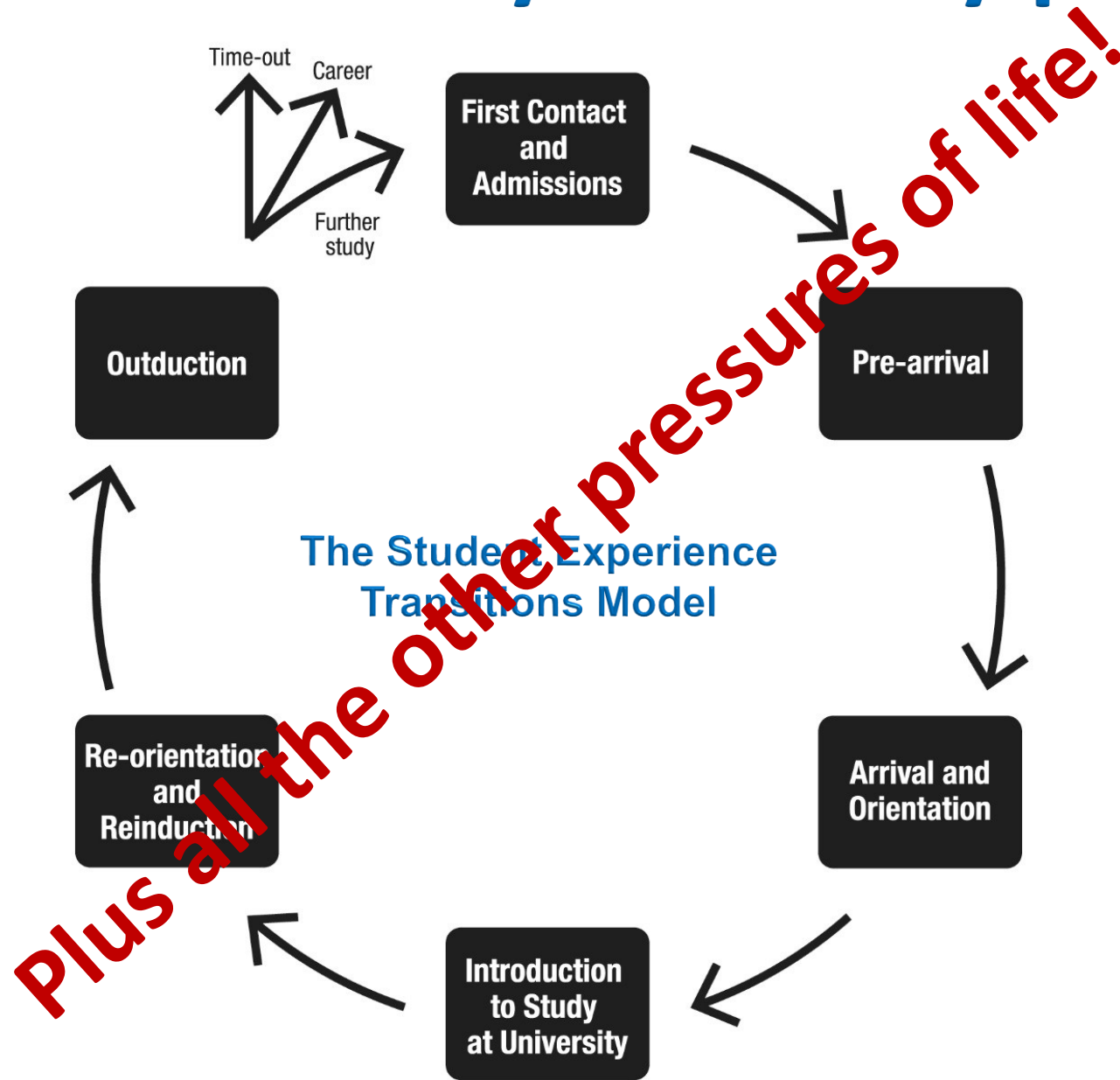
- Worried about results
- Sense of loss
- Not sure if an in-person graduation will take place
- Issues of moving from a structured, safe place to the unknown
- Loss of direction
- Challenges with the employment market
- **Family expectations that a university degree will lead to improved chances**
- **Uncertainty about how employers will view a Covid19 degree?** →
- **Concern that that teaching wasn't able to cover everything need.**

Later years

- Reduction in structured learning and scaffolding
- Increase in independent learning and group assessment
- Mid-term blues
- End of year exhaustion
- **Coping with workload and assessment that 'counts'**
- **University life being different to expectations**
- **Timing of activities disrupted**
- **Relationships with fellow students and staff challenged by blended learning**
- **Anxiety about alternative assessments and the impact on marks**
- **Impact on placement availability**



Key UG study pinch points



The student



Students have life pressures

- Work
- Debt worry
- Social media pressures
- Increased expectations

Study is just one!



The staff member



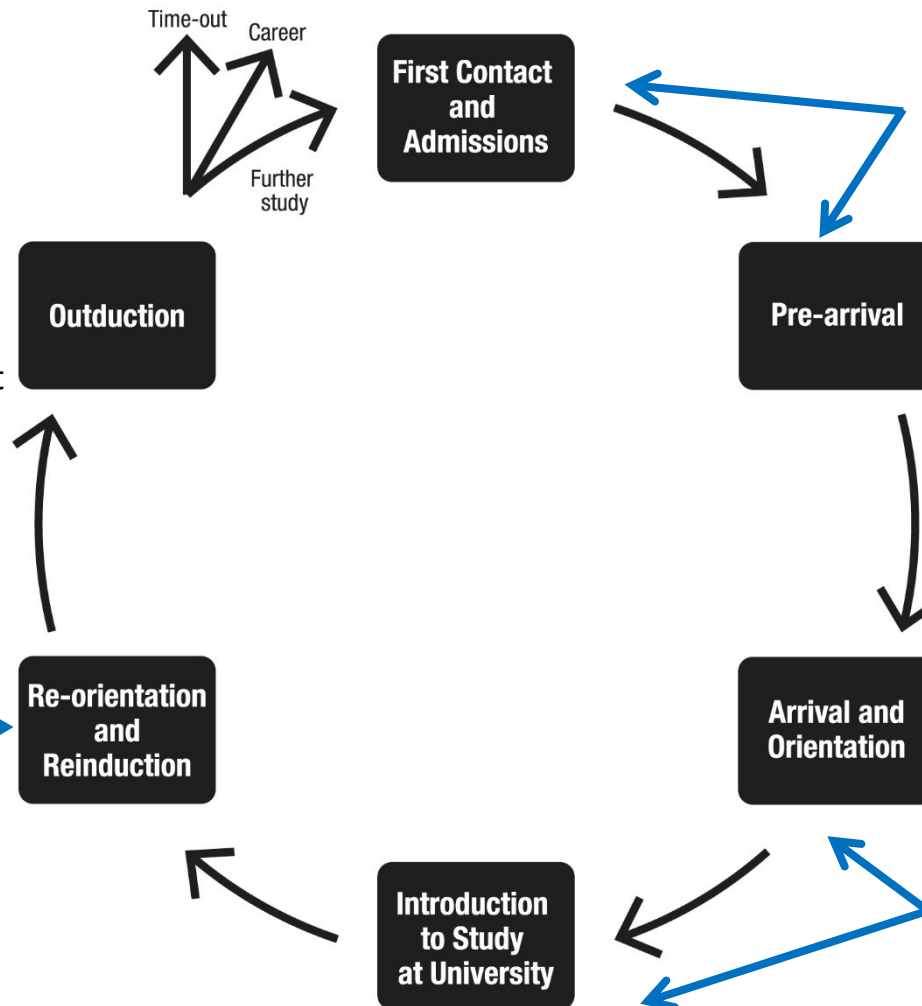
Key PGT study pinch points

Preparing to leave

- Worried about results
- Concern about employment
- Will a PG qualification really make a difference?
- Not sure if an in-person graduation will take place
- Issues of moving from a structured, safe place to the unknown
- Loss of direction
- Challenges with the employment market

Semester 2

- Group assessment frustrations
- Transitions issues- personal, finance, balancing workloads
- PGT study being different to expectations
- Timing of activities disrupted
- Relationships with fellow students and staff challenged by blended learning
- Anxiety about alternative assessments and the impact on marks



**The Student Experience
Transitions Model**

Start preparing

- Unsure what to expect
- Knowing what questions to ask
- Obtaining funding
- Consideration of value vs cost
- Finding appropriate /affordable accommodation



Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project
Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers.



Semester 1

- Learning how to study at PG level
- Transitions issues- personal, finance, balancing workloads
- First assessment at PGT level
- Identifying skill ability and gaps
- Expectations not met
- Realisation of choosing wrong course
- Dealing with illness or family illness bereavement
- Managing technology and social relationships online

Key PGR study pinch points

Completion and preparing to leave

- Worried about the Viva
- Is it good enough?
- Concern about employment
- What next!
- Will a PhD qualification really make a difference?
- Imposter syndrome

Mid cycle

- Writing the thesis
- Loss of focus
- Isolated and lonely
- Struggle/conflict within scholarly community
- Problems in research processes (e.g. ethics)

Early transition stages

- Overwhelmed
- Balancing workload
- Accessing your supervisor
- Changes in supervisor
- Isolated and lonely
- Learning the discipline/study discipline

Applying

- Am I good enough
- Mode of study
- Funding

Start preparing

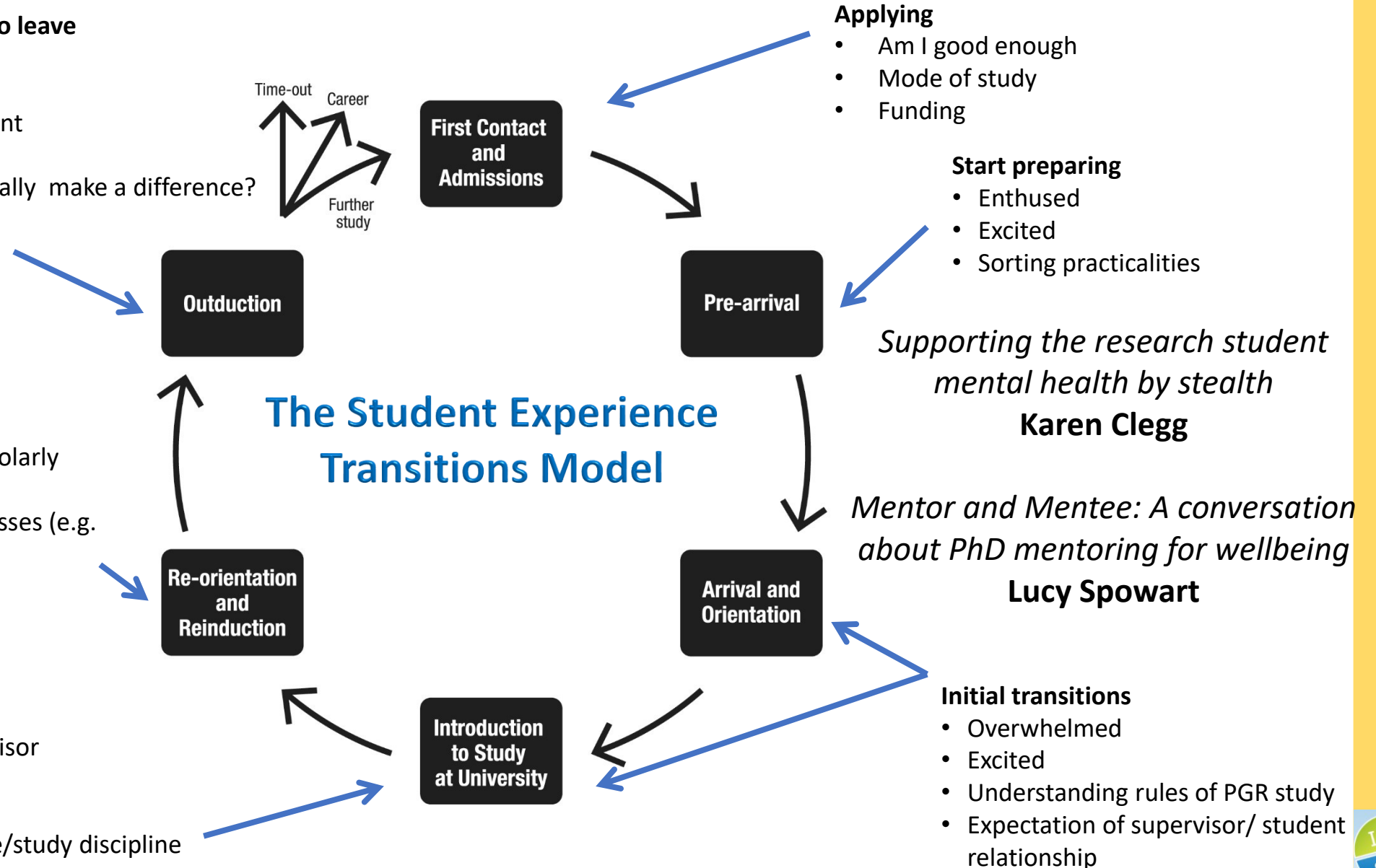
- Enthused
- Excited
- Sorting practicalities

Supporting the research student mental health by stealth
Karen Clegg

Mentor and Mentee: A conversation about PhD mentoring for wellbeing
Lucy Spowart

Initial transitions

- Overwhelmed
- Excited
- Understanding rules of PGR study
- Expectation of supervisor/ student relationship



Supporting student and staff wellbeing

student minds

Support through a family health crisis

Hope have created a guide for university students who support family members, written by young people, which offers tips for students in similar situations.

Coping with Student Life

In 2016 we were commissioned by the charity Mind to write a 'Coping with Student Life' resource for their website. You'll find information in here for students with a pre-existing mental illness about things to consider in moving to university, picking the accommodation and type of university that's right for you, how to ensure your transfer of support or treatment is as smooth as possible, and what to do if you become unwell during your studies.

Looking after your mental wellbeing

We can all take small steps in our everyday lives to look after our mental wellbeing.

Year abroad

Some ideas and tips on preparing for your year abroad including making sure that you have a support network.

Student finance

Read on for tips on managing finances and where to look for support.

Exam stress

We're here to help with this guide full of tips on dealing with exam stress.

The Wellbeing Thesis

An all-inclusive informational website for **postgraduate research students** to support and maintain good mental wellbeing.

LGBTQ+

We have gathered lots of tips and information from university professionals and graduates for this LGBTQ+ resource.

Student Space

Student Space is a collaborative mental health programme to support students through the unique circumstances created by Covid-19.

Transition into university

Two guides that you can reach for when you need information or could use some tips on university life.

Starting university

We've gathered lots of tips and resources to help you with the transition (back) to university!

Embedding compassion into the curriculum
Caroline Harvey

Social emotional intelligence in the curriculum
Anne Conneally

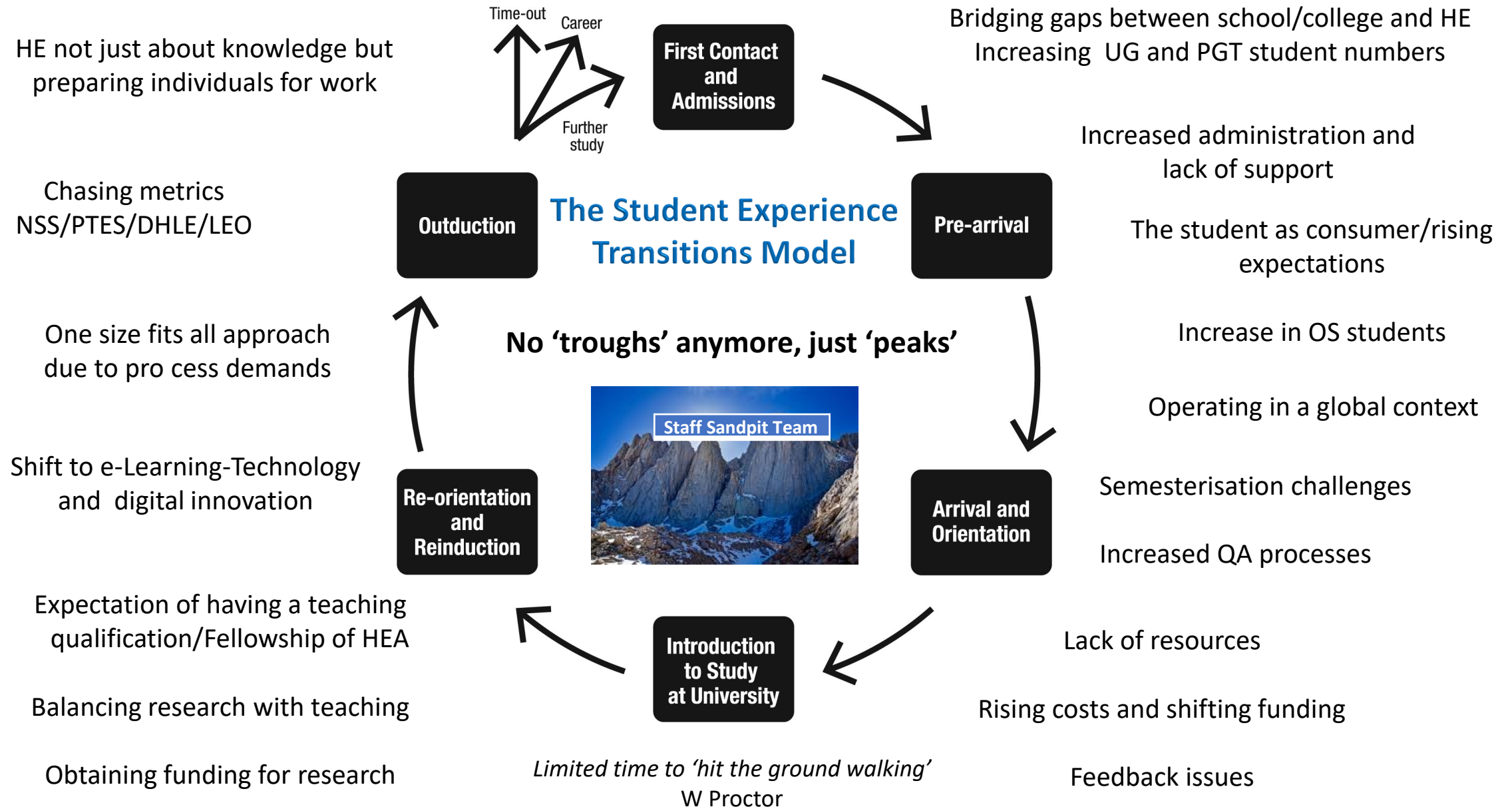
Placing wellbeing at the heart of the curriculum
Bridgette Bewick

Breaking down barriers to accessing wellbeing
Nicola Ward

<https://www.studentmind.org.uk/resources.html>



Staff pinch points



macmillan
study skills

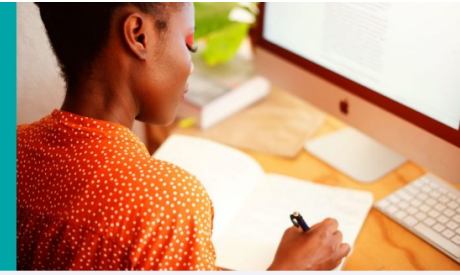
BE WELL, LEARN WELL

improve your wellbeing
and academic performance

GARETH HUGHES

Making it easier to
find the support you
need during
coronavirus

ENGLISH CYMRAEG



University and your
wellbeing during
coronavirus →

10 RESOURCES

Coronavirus has created a lot of uncertainty around student life. The information and tools in this section will help you consider how



Relationships and social
life →

10 RESOURCES

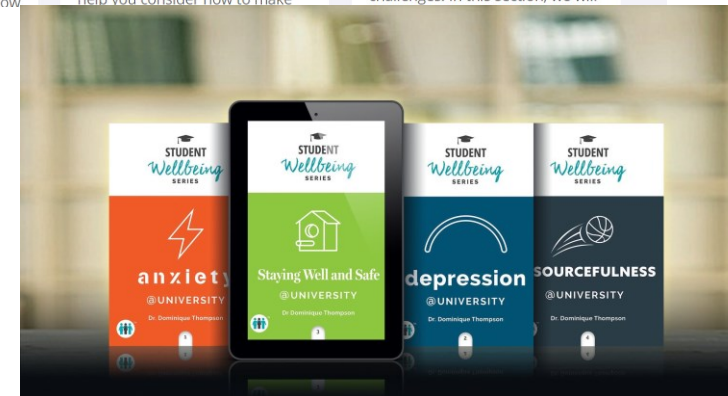
Coronavirus and social distancing may have an impact on your university social life. The information in this section will help you consider how to make



Bereavement and loss →

2 RESOURCES

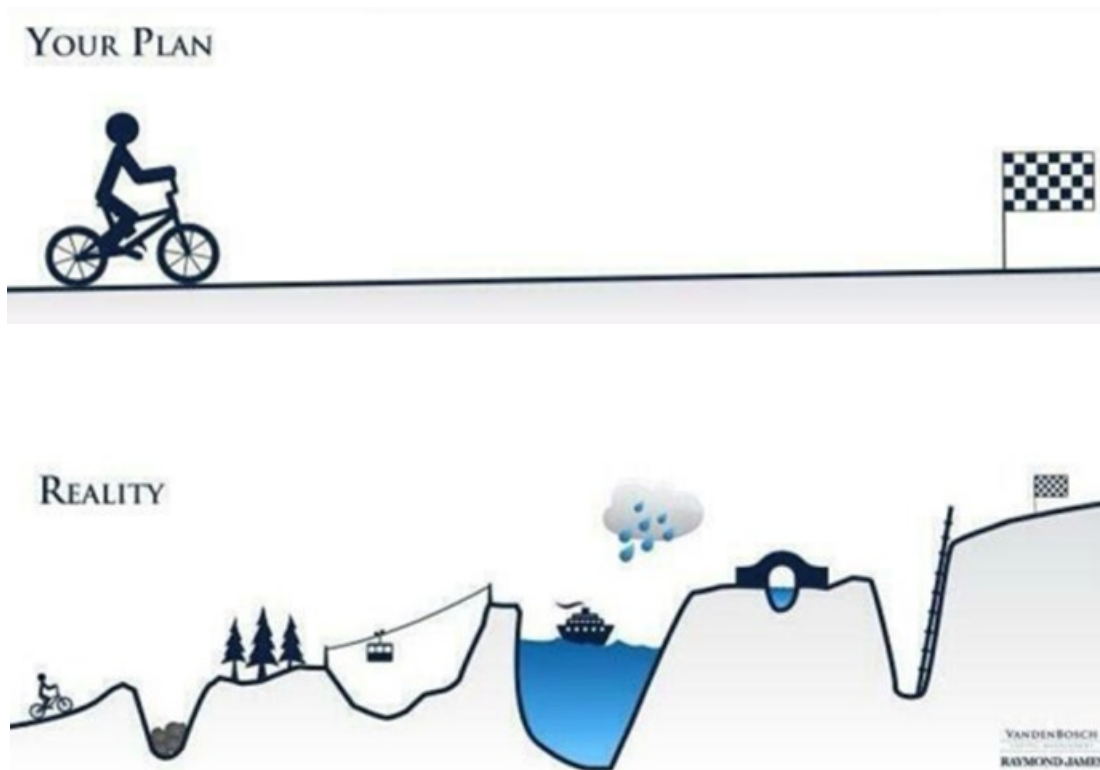
Unfortunately, coronavirus means many more of us are experiencing loss, in many forms. Managing loss while you are a student can present its own particular challenges. In this section, we will



Exams aren't stressful, your environment is
Thomas McFerran

Embedding student wellbeing within our curriculum at Ulster
Ann Hart-Henderson

The journey is never easy



Providing support

We need to enable students to **help themselves**, but we need to provide the support



Manage student expectations



Actions for staff and students:

- Plan for potential conflicts, issues and problems
- Provide stakeholders with regular updates
- Set milestones
- Set boundaries
- Be optimistic with schedules
- Build in a discovery period
- Plan by transition.



First contact and Admissions



- Setting expectations
 - Managing expectations and aspirations
 - Academic integration
 - Social integration.
- Why should I go to university?
 - How and why will university study be different to previous types of study?
 - What is expected of me as a university student?
 - How are students treated at university?
 - What happens in each academic level of study?
 - What support advice and help is available both academically and personally throughout the lifecycle?
 - Is university suitable for me?
 - What will the university experience give me in terms of benefits?
 - What are my options after university?



Pre-arrival



- Continue to set and manage expectations and aspirations
- Continue to support academic integration
- Continue to support social integration.



Do I need to undertake any pre-entry academic work or reading?

Where am I going to live?

What accommodation can I afford?

When can I move in?

What do I need to do before I arrive at university?

How do I register or enrol?

What if I don't end up liking my course or my flat mates?

What if I am not smart enough to keep up with the other students?

I have a disability but what if no one understands?

Provide the right type of information!



Students need:

Honest information

**Remember...‘real models’
not just ‘role’ models
(Hardman, 2016)**

Trouble shooting road map



Arrival and orientation



- Expectations set during the first contact, admissions and pre-arrival stages need to be delivered
- Focus on academic and not administrative activities
- Opportunity to make friends
- Appropriate information and support
- Often a temptation to overload with information
- Settle into their university life and studies as soon as possible



- How do I enrol?
- Where is my departmental student office?
- When will I get my timetable?
- How do I use my timetable?
- What extra curricula activities can I get involved in?
- How do I navigate myself around campus?
- When do I meet my course leader/personal tutor?
- When do lessons start?
- What support services do I have access to?

Induction (introduction) to Study



- Settling into studies
- Coping with the demands of academia
- Managing pressures of life
- Induction period
 - A full academic cycle
 - Minimum of 1 semester
 - Maximum of 1 academic year.



- Where and how do I find academic information?
- What do I do if I miss a lesson?
- What do I do if I don't get on with my personal tutor?
- What do I do if I seem to be the only one struggling?
- What do I do if I want to change accommodation?
- What do I need to do in the first few weeks at university?
- What will be expected of me academically in the first few weeks?
- What support services do I have access to?
- What do I do if I think I have a health or wellbeing issue?
- What if I don't settle in and I want to leave?

Re-orientation

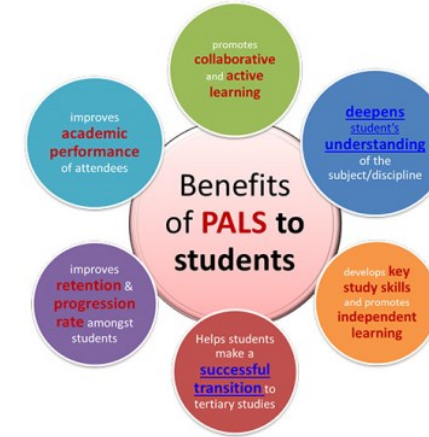


- Takes place at start of new academic year
 - Reminder of academic and personal support available
 - Reorientation session for all returners
 - Update on what's changed.
- How much of this year counts towards my final grade?
 - What are the assignments and when are they due?
 - What skills do I need to develop/improve for this level of study?
 - What do I need to do in the first few weeks?
 - What will be expected of me academically at this level?
 - What support services do I have access to?
 - What do I do if I start to struggle and fall behind?
 - What do I do if I am not getting on with my allocated summative assessment group?
 - How do I get work experience?
 - What extra curricula activities can I get involved in to help with sk development?



Reinduction

- Ongoing reminder of academic and non-academic support available
- Identify academic areas for improvement and support available
 - Reminders of academic requirements for current level of study
 - Refresher on support available
 - PAL
 - Mentors
 - Academic and non-academic support
- Opportunities to engage in
- Academic support
 - Ongoing study skill development
 - Revision sessions, past exam papers
 - Work returned more quickly
 - Project help
- Employability skills
 - Access to placement, employability advice and support whether via the curriculum or extra curricula
 - Presentation and report writing skills
 - CV writing, job interview help
 - Careers advice
 - Opportunities to engage in
- Involvement in community and citizenship activities.



OUTduction

‘Getting students through the student lifecycle involves more than simply getting them to complete their course. It should support students in the transition from the world of study into the world of life’.

‘OUTduction’ starts during INduction when students are introduced to the key skills and knowledge they will build upon and utilise during and post study’.



Source: M Morgan, 2008

OUTduction activities

- Focused employability skills

- Debating skills
- Project management
- Time management
- Report writing skills
- How to get a job
- Use Alumni to mentor and advise



- What to do with the degree?

- Career route options
- How can skills learnt at university be transferred to life post study?
- Future study and its value?



- Transitioning to life post study

- Adapting to life outside of university
- Uncertain economic, social and political environments
- Coping with feelings of loss, uncertainty, disappointment.

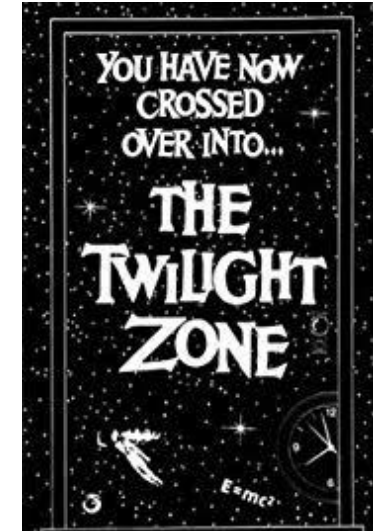


- When will I get my results?
- When should I start applying for jobs even though I do not know my classification?
- Who do I get a reference from?
- Where do I go if I am not coping with my academic studies?
- Where do I go if I have problems outside of university?
- What do I do if I am not getting on with my allocated assessment group?
- Where can I get funding for further study?
- When do I have to start paying back my loan?
- Do I get any continuing support as an Alumni?

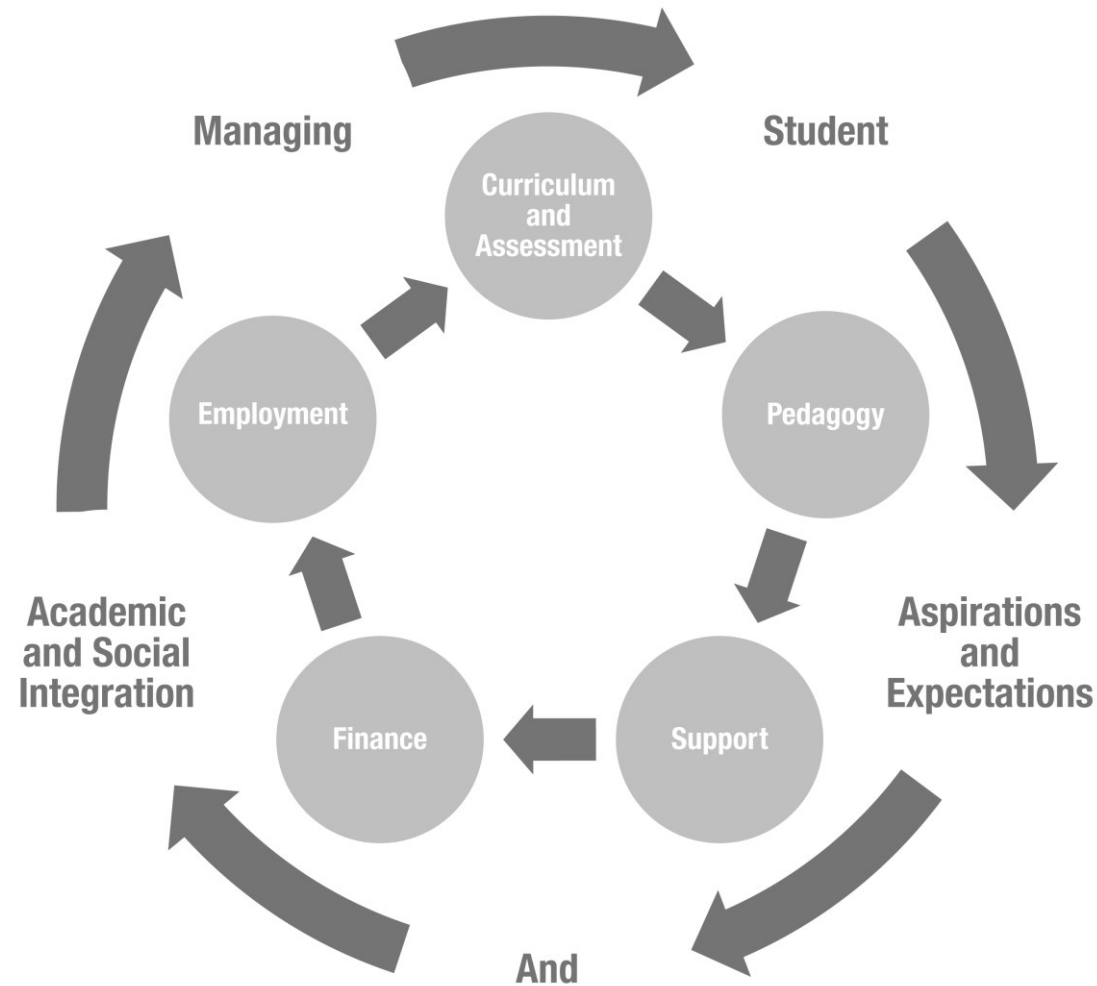
For graduating students, use E2G wisely !

Exam to Graduation is

- 'Alumni' lead engagement activities
 - Employability surgeries
 - Wellbeing classes on life after university
 - 'What Next' advice



Areas to consider when developing practical initiatives

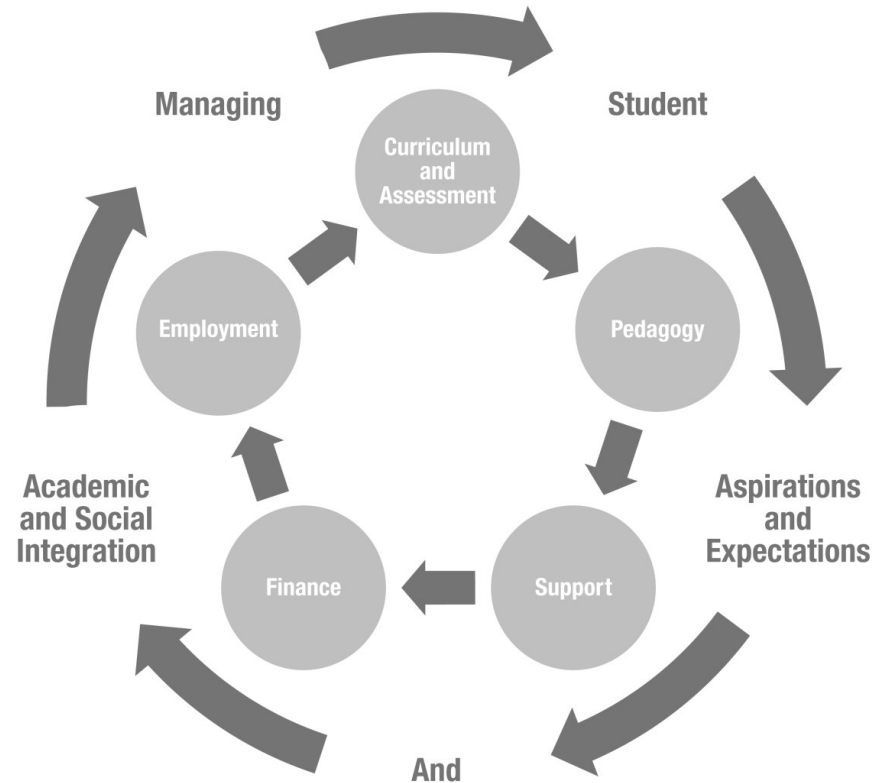


Areas to consider when developing practical initiatives

Stage = Reinduction

Theme = Curriculum and Assessment

Activity within the theme = Placement/internship



Themes

Curriculum and assessment

Considerations

Credit value of placement
Type of assessment

Pedagogy

Transferability of learning into work
Transferring work learning into the classroom

Finance

Costs related to placement year
(e.g accommodation, uni fees, money management advice)

Employment

Getting a placement
Utilising current employment skills post study

Support

Providing support to placement students
(e.g. mental health and wellbeing, disability)

What to ask?

For every initiative developed within a stage or theme, the following questions need to be addressed.

- What is the aim and objective of the initiative?
- Who needs to be involved in the development of the initiative?
- Who is the target group?
- What do they need to know?
- What information is going to be delivered?
- Who will deliver it?
- When is it going to be delivered?
- Is the timing appropriate?
- How will it be delivered?
- What is the cost of the initiative?
- What is the timeline for the initiative?
- Is it financially viable?
- Can the initiative and information be adapted for another group of students?
- How will it be evaluated and monitored? .



Quick wins

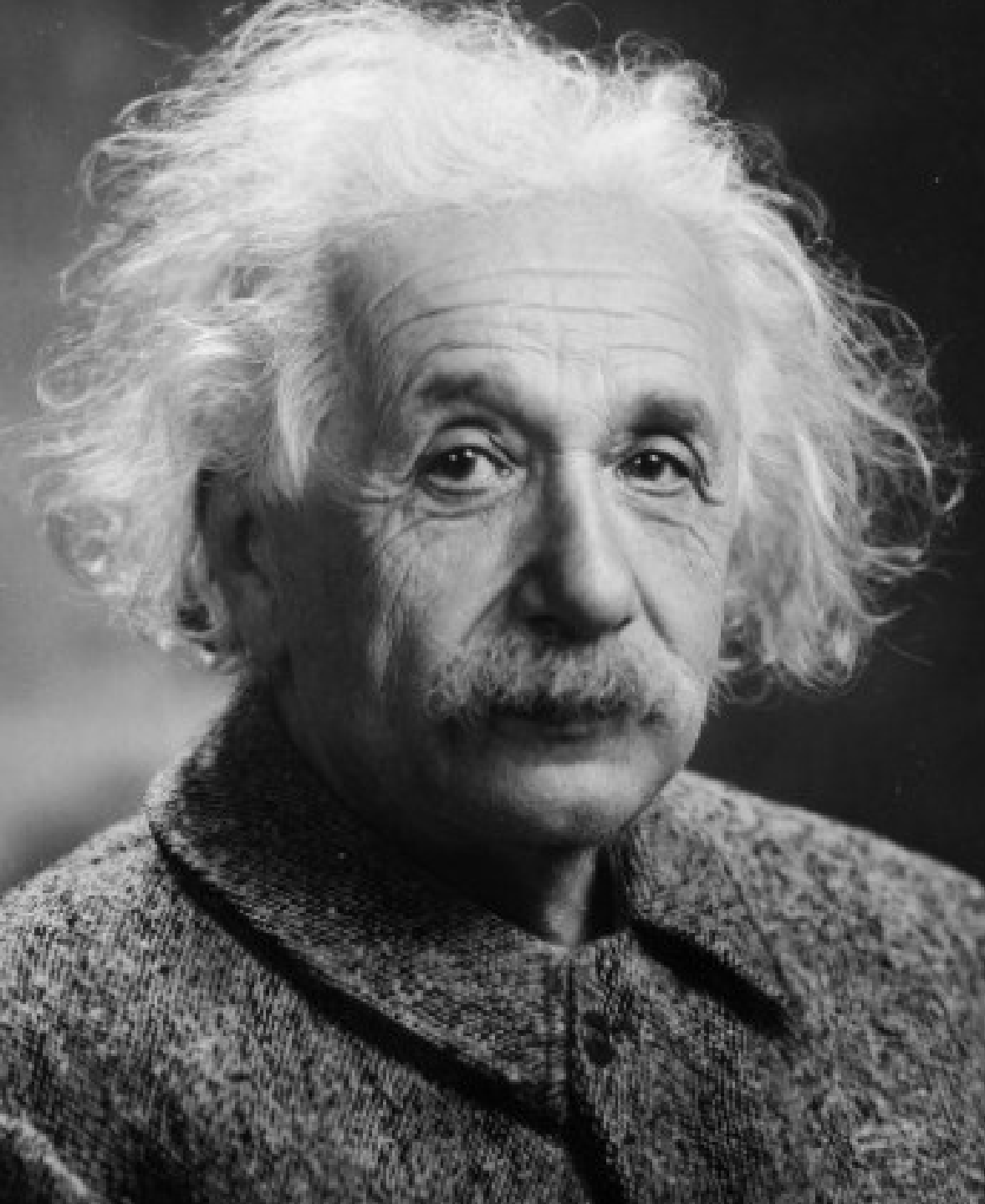
- Keep doing what works but KISS- 'Keep it simple stupid'
- Understand your applicants and students concerns across all levels prior to entry
- Listen and act on your applicant and student concerns
- Manage their expectations and remember the 'pressure points'
- Look after yourselves!



Remember.....

- Students lives are **complex**
- Student 'resilience and grit' will vary
- Every student **deserves** a high-quality student experience
- We want our students to be **successful!**
- We need to enable students to **help themselves**, but we need to provide the support
- We need to **support** our student **in, through and out** of the student lifecycle
- We need to look after ourselves as well!





We can't solve
problems by using
the same kind of
thinking we used
when we created
them.

~ Albert Einstein

“On the eve of the most challenging academic year any of us (staff and students) have faced, all I can say is; go forth. Survive however you need to. Thrive if you can. Share challenges; we’re all facing them. Even better; share your solutions! GOOD LUCK! We’ll get through it”.

Melanie Simms

Professor of Work and Employment, University of Glasgow

[@SimmsMelanie](#)



Thank you for listening

Any questions?

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Author and Editor of www.improvingthestudentexperience.com

Creator of the Student Experience Transitions Model

Editor and Contributor to *Improving the Student Experience-A practical guide for universities and colleges* (Routledge, 2012) and *Supporting Student Diversity in Higher Education* (Routledge, 2013)

Most recent publications:

Morgan, M. (2020) *Financial concerns and working intentions of incoming Level 4 students -The potential implications for applicants and students in 2020/21 due to Covid19*. Available online at: http://www.improvingthestudentexperience.com/library/covid19/Financial_concerns_and_working_intentions_of_incoming_Level_4_university_students-implications_of_C19.pdf

Morgan, M. (2020) *Bridging the gap between secondary and tertiary education*. Available online at: http://www.improvingthestudentexperience.com/library/UG_documents/Bridging_the_gap_between_secondary_and_tertiary_education-Morgan_2020.pdf

Morgan, M. (2018) *Fostering engagement in higher education of all stakeholders in the delivery of a high quality student experience: PhD by Publication*, Bournemouth: Bournemouth University

Morgan, M. and Direito, I. (2016) *Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project. Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers*.

Available at: http://www.improvingthestudentexperience.com/library/PG_documents/Postgraduate_Experience_Report_Final.pdf

