**Promoting, Valuing and Monitoring Student Engagement in 2018/9**

Liverpool Hope University recognises that consistent engagement of students in their studies is key to remaining on the course and achieving progression and successful outcomes of study. The University sought feedback from a wide range of staff and students in 2017 with a view to markedly improving engagement from the 17/18 level C cohort. Following the successful implementation of this strategy, the processes have been reviewed and discussed with HoDs. This document is an enhancement covering both Level C\* and from September 2018.

\*For professional courses, with permission of the Chair of Senate, the practical details of delivery may differ slightly from those in this document.

**Level C**

1. **Pre-arrival:**

New students make Liverpool Hope University their firm choice in April/May but do not arrive at the University until late September. This leaves a significant period of that should be used to prepare them for university entrance. It is essential that new students start to feel part of the Hope community as early as possible in this period, so early and helpful connections with them are important. It was evident with the 2017/18 level C cohort that direct contact from the department they are due to join is the most valuable.

The following have been agreed for 2018:

* All academic departments will send new students one e-newsletter about the department (its main events, successes, news stories about staff and students, graduation results, and things to look forward to in the new academic year etc.) and an email from the Personal Tutor over the period June to September.
* The first mailing will be drafted by the relevant academic departments. They will be reviewed, formatted and sent by the by Student Enrolment and External Relations, but will appear to come from the academic department. The focus should be on giving students a sense of belonging and excitement about their coming time at Hope.
* The second mailing will be sent from the personal tutor once they have been identified (see section 2).
* External Relations will send all Firm applicants a ‘Soundtrack to the Summer’ package that is designed to increase the applicants’ affinity with Liverpool as a city and also the University. This pack will include; Branded Headphones, Student Guide to Liverpool and Spotify playlist.
* The students at risk database will be opened on 6 September 2018 to allow tutors to be aware of the specific needs and circumstances of their tutees.

1. **Registration:**

Students need to engage with the course details and subject matter to begin their own personal learning journey as early as possible. This means that students need to be registered onto the Hope system, to have access to course material and to know their personal tutor well before they arrive. Most students have their place at Hope confirmed by mid-August, when the A Level results are published.

The following has been agreed to enable students to engage with their subjects as soon as possible:

* Details of how to register will be sent to all students in the week following the release of A Level results (i.e. w/c 20 August.)\*

\*Note that recruitment of students continues throughout September, so although these dates will be relevant to the majority of students, some students will get on to the system at later dates.

* New students will be required to register by 6 September or as soon as possible. Their personal timetable will be available by 6 September (it will be marked as provisional until after 11 September - see below). This will include the requirement to provide a digital photograph (which will assist a rapid turn round on ID card distribution - see item 9).
* Faculties will have the ability to move students between tutorial groups locally and without reference to the Timetable Manager. If subjects wish to move students between groups this should be done by the Departmental Administrator with guidance from the year head and the HOD by 11 September\*. ITS can provide training on the system for new Departmental Administrators.

\*Note that recruitment of students continues throughout September, so although these dates will be relevant to the majority of students, some students will get on to the system at later dates.

* Following allocation of students to tutorial groups, each personal tutor will be sent a finalised list of tutees and their contact details by the relevant Faculty administrator by 12 September.
* An email should be sent by the relevant personal tutor to their group of students. This should be a welcoming introductory note which should again draw their attention to the existence of the Moodle, My Careers Centre and pre-arrival tasks. A template will be supplied that should be tailored to make it appropriate to the Department/Tutor. This should be sent to all new tutees by 14 September.
* Registration will give new students access to Moodle so it is important that Moodles are populated and reading lists/course booklets are available as early as possible in September (and specifically before 14 September). Each Moodle and tutor email should include directions to the pre-arrival tasks necessary for induction week tutorials.

1. **Arrival at the University**

The first day at the University is undoubtedly a stressful time. It is important that we put arrangements in place to answer questions about learning support, financial advice, housing advice, registering with a GP etc. so that before they are reasonably settled and can start work in the classrooms:

* All non-resident students will be invited to a welcome day on Thursday 20 September and will include contact with support teams (as above), plus campus tours and orientation activities.
* All resident students will be asked to arrive on Saturday 22 September. Sunday 23 September will be used by the Residential Life Team for introductory activities as above, along with some social activities/opportunities to eat together.
* To ensure that all students have the ‘Right to Study’ they will need to provide the following evidence. This will be checked as follows:

|  |  |  |
| --- | --- | --- |
| Type of Student | Evidence Required | Who can check documents |
| UK National Students | 1. Original passport or 2. Original UK Birth Certificate or 3. Photo Driving Licence where it indicates the holder was born in the EEA | Suitably trained staff |
| EEA National students | 1. Original passport or 2. National identity card or 3. Photo Driving Licence where it indicates the holder was born in the EEA | Compliance Team |
| International Students | Original passport and evidence of visa status | Compliance Team |

1. **Induction Week:**

The key outcome of induction week is that every student develops a working relationship with their personal tutor. Following a review of 2017 Induction Week the allocation of tutorials for 2018 has been modified:

* Students studying a Dual Major have been scheduled one tutorial each day on Monday, Tuesday and Wednesday for each 60C unit.
* Students studying a Single Honours degree consisting of two 60C units that are both utilised within the dual major system have been scheduled one tutorial each day on Monday, Tuesday and Wednesday for each 60C unit.
* Students studying a Single Honours degrees that only has one 60C unit utilised in the dual major system or has 120C of stand-alone study will attend three standard Induction Tutorials and three bespoke Induction Tutorials, as agreed by the Thus each student will have two scheduled tutorials for each day on Monday, Tuesday and Wednesday.
* All Induction Week activity will be based at the Hope Park to enable completion of building work at the Creative Campus.
* A special Induction Week timetable for the shuttle bus will be created specifically for travel between the Creative Campus to Hope Park.
* The content of Induction Tutorials needs to be carefully considered. There is a requirement to discuss transition to HE, the meaning of engagement at Hope and aspects of study in the given subject. There is also a more basic need to get to know each other, understand the requirements of induction week, orientation and to promote social activities.
* The suggested content of Induction Tutorials was debated L & T Day on 19 May 2017 and is to be used as the framework for Departments to create tailored sessions appropriate to the discipline for September 2018 along the following lines:

|  |
| --- |
|  |
| ***The Induction Tutorials*** |
|  |
| ***Tutorial One*** |
| * *Learning everyone’s name* |
| * *Explanation of what is happening for the rest of the week.* |
| * *Commentary on the transition to HE* |
| * *Discussion of what we expect of the Hope student in the context of the discipline.* |
| * *Discussion of what the Hope student can expect from the University/Department.* |
| * *Bring in existing students on this course either physically or virtually.* |
| * *Answer any questions from the students about their course and the University.* * *Introduction of the Engagement Statement (I.e. meaning of full time study, max hours of work per teaching week, obligations to SLC).* * *Signing of the Engagement statement.* |
| ***Tutorial Two*** |
| * *Commentary on what it means to study in HE.* * *Discuss student’s background and previous academic trajectory.* |
| * *Introduction of the course booklet and the enhanced timetable.* |
| *Help students understand and study within the Hope Curriculum and how they will be assessed (i.e.* The relationship between lectures, workshops, seminars and the weekly tutorial – how they link up, how a work portfolio is built up and assessed, how the year mark is established and what it counts for, how the year mark contributes to overall assessment.)  How the year counts to the degree classification and HEAR.  *Signposting to the various support services.*  *Discussion of who is who at the University.* |
|  |
| ***Tutorial Three*** |
| * *Commentary on learning in the discipline.* |
| * *Students to bring completed prescribed task (sent prior to start of term) for discussion.* |
| * *Group to focus on an accessible Problem Based Learning task which develops. relationships between group members.* * *Introduction to My Careers Centre.* |
| * *Remainder of week to be clarified.* |
|  |

* There is a need for tutors of students on a Dual Major Degree or Single Honours Degree consisting of two 60C units that are both utilised within the dual major system, to recognise that students will have Induction Tutorials for both 60C units. To avoid unnecessary (and potentially boring) duplication it is essential that the content of these tutorials are framed in the context of the specific discipline or subset of the discipline to which the tutorial is linked.
* Tutors will need to discuss the University’s requirements in terms of engagement, i.e. what it means to be a student at Hope. Each student will be required acknowledge the importance of fully engaging with their studies. The standard engagement document will be prepared centrally and printed with individual student details. The Personal Tutor and the Student will both sign the standard document as evidence of the discussion regarding engagement.
* Students will be scheduled to meet the HoD(s) (and other departmental staff) on the morning of Thursday of Induction Week. These sessions should focus on ‘how to be successful in the department’. All HoD sessions will be at Hope Park to give students opportunity to visit the Freshers’ Fair in the Sports Centre on that afternoon. HoDs should note that in most cases they will need to do the session twice to accommodate dual major students.
* All students will be expected to attend Commencement at Hope Park on Friday 28 September 2018. They will be scheduled on to a ceremony on their timetable. A record of attendance will be taken and personal tutors will be informed of any of their tutees who did not attend.

1. **Organising Tutorials**

The University regards the tutorial as the critical point of engagement for all students. It is, therefore, crucial that all students and staff understand the purpose of the tutorial and, specifically, the need to use them to build personal relationships with students and to track engagement with their studies. To ensure that this is possible, the following has been agreed/refreshed for 2018/9:

* There should be an identified Level C year co-ordinator for each subject. The year Co-ordinator is the student’s next ‘port of call’ when difficulties arise.
* The role description for the year co-ordinator should be consistent across the University (see Appendix 4).
* In every Department, the Level C year co-ordinator will implement and take responsibility for the tutorial system, intervene to support tutors, meet with students who are not engaged and meet with Personal Tutors at least once each weekly. Attendance and engagement shall be checked and problem cases discussed.
* All Level C tutorial groups will be assigned to a single tutor for the full academic year. This tutor will remain as the Personal Tutor to the student for Level I.
* Every Personal Tutor will only be responsible for one Level C tutorial group.
* Normally, tutors on contracts less than 0.3fte will not be allocated a Level C tutorial group. This is to ensure that tutors can be reached easily by their tutees during the teaching week.
* Every Level C tutorial group will consist of a maximum of 10 students (in departments where recruitment is unexpectedly high this may be exceeded but only with permission of the Chair of Senate. Likewise, lower recruiting subjects should not break up a class of say 14 into two 7s. That would not be sustainable.)
* Every Level C 60C unit will have a 55-minute tutorial timetabled every teaching week. The exception to this may be where a Single Honours degree that only has one 60C unit utilised in the dual major system or 120C of stand-alone study. Having one tutorial in the CORE unit only has proven to work well for this cohort. The hour in the ADD (stand-alone) unit may be replaced by, for example, additional seminar time.
* Where a single Honours award uses two COREs which are shared with other subjects (e.g. in level C Criminology they study CRMCORE and CRMADD but CRMADD is actually the core for social policy SOPCORE under a different name.) The 1:10 tutorial should be retained in both units as the content is very different and is delivered by different department/teams.

1. **The role of tutors:**

The role of staff who are responsible for individual Level C tutorial groups is to be both the academic and personal tutors simultaneously for the specific tutorial group:

|  |
| --- |
|  |
| **The Hope Tutor will:** |
|  |
| * *Aim to build an academic community in their tutorial groups, which emphasises dialogue, values diversity and student self-development, specifically academic resilience and learning autonomy.* |
| * *Support the development of enquiry and a love of learning in their discipline.* |
| * *Model and represent their discipline to their students.* |
| * *Build a relationship with and between students in their group.* |
| * ***With each of their tutees the tutor will:*** |
| * *Establish clear expectations of engagement with study on their course using the detailed engagement statement (see item 9 below).* |
| * *Support the development of effective time management and study habits.* |
| * *Make contact with students when measures of engagement indicate it is necessary.* |
| * *Inform the University, by the set dates, if engagement is not adequate.* |
| * *Signpost to centralised support services and share any specific needs of their students to colleagues across the department.* |
| * *Provide support in the development of their own personal learning plan including their career trajectory.* |
| * *Support development of academic literacy.* |
| * *Guide their academic journey across the curriculum.* |
| * *Provide continual feedback on learning.* |
| * *Encourage taking advantage of opportunities, both social and academic across their curriculum and the University; supporting both academic development and pastoral support where necessary or sign post them to the relevant support service when needed.*   This definition of the role of the personal tutor was debated at L & T day on 19 May 2017. |

It is recognised that tutors need to have as much information about their tutees as possible:

* All personal tutors will be given access to the Students at Risk database so that they are aware of both initial and on course risks for their full tutor group. This database is searchable by individual Personal tutor.
* Tutors can download a detailed information sheet for each tutee via the personal Tutor Hub.

1. **Tutorial Content and Student Information (see also engagement item 9 below):**

It is important that students receive coherent and consistent information about their course to allow them to plan their study for the year. This means that course booklets and Moodle should contain the same information such as dates, assignments and other practical details. It is also important that students are very clear about what they should be doing, when it is required and who they can approach for help.

* Year heads/HODs should ensure that the whole team in each subject has a clear understanding of the pattern of teaching and assessment in each 60C unit or single 120C unit they are involved in. It is also important that staff are clear about what support can be given (e.g. level of appropriate support on exam questions, Moodle content etc.)
* It should be made clear to students that their first port of call for help is their Personal Tutor, followed by the year co-ordinator. This should be followed by signposting to an FSAA or SSWB as appropriate.
* The tutorial programme in each subject should build toward the completion of a portfolio. Students should be given explicit tasks to complete for their portfolio each week between sessions. See also Appendix 3.
* The tutorial programme in each subject should include an incremental career planning strand. Feedback indicates that this is more useful as a continual theme throughout the programme rather than having full tutorials/seminars labelled as ‘careers sessions’. Some suggestions are included in Appendix 2.
* Course booklets should follow the standard format and should be available on Moodle by 14 September 2018 (these templates are available via the L& T webpages).
* Every Moodle should include the baseline content agreed with students (see L& T webpages).
* Every student will be expected to complete a minimum of four Career Assessments available at My Careers Centre. Personality Insight and Learning Styles are compulsory for all students with the Department selecting able to select a minimum of another two Career Assessments required for the portfolio.

1. **Assessment**

Every Department should review the assessment pattern currently used in their Level C units to ensure, firstly, that it encourages and rewards engagement; secondly, that it represents a challenging but fair test of understanding.

* The Early Assessment (no more than the pages) which forms part of the portfolio is to be completed in the first 3 weeks of term and returned to the tutee the following week by the personal tutor.
* As described in item 7 above, the tutorial programme in each subject should build toward the completion of a portfolio which represents at least 33% of the overall mark for the unit\*. Students should be given explicit tasks to complete for their portfolio each week between sessions. These tasks should build towards a final portfolio mark. Portfolios should be reviewed to ensure that there is a requirement for engagement through regular tasks from which marks are accumulated. Suggested items to be included as part of the portfolio are listed in Appendix 3.  
  \*Where there is a specific ADD unit for a given single honours award the portfolio may be replaced with an alternative piece of assessment.
* Every student will be expected to complete a minimum of four Career Assessments available on My Careers Centre. Personality Insight and Learning Styles are compulsory for all students with the Department able to select a minimum of another two Career Assessments required for the portfolio. A copy of the Career Assessments report will need to be evidenced in the portfolio.
* A final Examination should account for at least 33% of the final mark for each unit. The exam should cover the entire breadth of the unit. Students should not be provided with the questions in advance. Within the tutorial scheme appropriate guidance should be given on the type/nature of the questions.
* The remaining 34% (or less as appropriate) of assessment may be linked to other coursework as appropriate to the discipline.

1. **Engagement**

There is clear evidence that students who are fully engaged with their studies have a greater chance of success. It is, therefore, essential that the University is clear with students about what are the requirements in terms of engagement.

* To enable the University and Personal Tutors to have a true understanding of the level of each student’s engagement attendance will monitored for all academic timetabled sessions. Attendance will be recorded either online by each tutor or via a swipe system. Personal Tutors will actively follow up students with attendance lower than 85%. The monitoring system will send a message to highlight cause for concern to the Personal Tutor if a tutee’s overall attendance drops below 85% or they miss two tutorials (whichever happens first). Year co-ordinators will be responsible for monitoring the full attendance record across level C.

The University’s requirement and guidance for student engagement is as follows:

|  |
| --- |
| ***Engagement Statement.*** |
| ***As a student of Liverpool Hope University we require the following of you and these criteria will be used by your tutor as a measure of engagement:*** |
|  |
| * *Attendance at all timetabled sessions (including tutorials, seminars, workshops, practicals, laboratory experiments, field trips and lectures as appropriate to your discipline).* * *Submission of all formative and summative assessments as required.* * *Active involvement in all student led learning activities.* * *Active and respectful membership of your learning community.* * *Demonstration of enthusiasm and passion about your discipline.* * *The undertaking of study related activities for the equivalent of 40 hours a week during teaching weeks.* * *Weekly reading of the set material and being prepared to engage in related activities in the tutorial.* * *Effectively utilising the virtual learning environment and other learning resources.* |

* To ensure that all students acknowledge the University’s requirement in terms of engagement, they will be provided with a physical copy, which they will discuss and jointly sign with their tutors in the second tutorial in induction week for each 60C unit.
* The signed Terms of Engagement document will be needed for collection of student ID cards. \*

\*This means that students may not have an ID card for the first few days of term. Arrangements have been made to release any access points which this might affect.

* Student Loans will only be released on collection of the ID card.
* As part of the tutorial programme, students should be given clear guidance about what is expected in terms of completion of weekly tasks and attendance. We will agree a level of expectation below which students will not be eligible for registration beyond 1 December or after this date to be eligible to sit the final examination.
* Guidance from tutors should include the requirement of full time study i.e. 120 credits being 1200 hours of study and also some guidance about appropriate times/levels of outside employment.
* Timetables for Level C will include indicative activities for non-classroom time.
* There will be two ‘check points’ at week 3 and week 6 in the tutorial programme where tutors will need to confirm the engagement of their tutees. At week 6 any student who is confirmed as not engaged by their tutor will be recommended for termination of studies. Tutors should highlight these points in their initial tutorials.
* The process for changing subject will be automated via an online system. ITS will provide training on the new system.

The University recognises that wider social integration of students is important to develop relationships within tutorial groups. Such opportunities are already offered in many departments/ areas across the University but we need to encourage students to take advantage of such opportunities. Therefore:

* All Departments should arrange a residential visit for their Level C cohort to Plas Caerdeon. This will be at minimal cost to the student. Students should be advised of the dates/arrangements for this trip as early as possible.
* All departments/subjects should have a student society and the society should run appropriate events during induction week (these may need to be staff-led in the first instance but ideally should be taken on by senior students).
* The student events group will continue to produce a varied induction week social programme in partnership with the residential life team, the SU, the sports centre and the Our Place team. This will be publicised through a single integrated calendar.
* In recognition of the potentially different aspects of transition to Hope, the University will provide some targeted induction events for mature and international students.

1. **Roles and Responsibilities**

The approach described in this document is dependent on the full engagement of all staff and students. To ensure that all staff are clear about their responsibilities and so that they can then work with students to help them understand the University’s requirements there will be a series of training sessions which are listed in Appendix 6.

* The requirements of the Level C year co-ordinator are listed in Appendix 4.
* The requirements of the Dept. Administrator relating to Level C are listed in Appendix 5.
* The role of the Level C Hope Tutor is described in Section 6 of this document.

1. **Students Retaking Level C**

Students that do not pass and progress Level C at the first attempt have the highest attrition rate of any group or students. This group of students will have follow an Induction Week programme as follows:

* Attendance at all Induction Tutorials as stated in point 4 including signing the engagement statement
* Attendance at HoD sessions on the morning of Thursday
* Attendance at a re-engagement meeting on Friday instead of a Commencement Ceremony
* The format of the e-engagement meetings is under discussion and will be provided in due course.

**Appendix 1. Action Log:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ACTION** | **By Who** | **By When** | **Complete** |
|  | All academic departments will send new students an e-newsletters over the period June to September. | Departments should draft content and supply to External Relations | May 2018 |  |
|  | Course booklet outlines to be published on L& T webpages | L & T coordinator | June 2018 |  |
|  | Departments to identify any Single Honours degrees that only have one 60C unit utilised in the dual major system or 120C of stand-alone study and create three bespoke Induction Tutorials. | HOD | 16 July 2018 |  |
|  | All Depts to agree dates for a residential trip for their Level C | HOD and FEOs | 20 July 2018 |  |
|  | The student events group will continue to produce a varied induction week social programme in partnership with the residential life team, the SU, the sports centre and the Our Place team. This will be publicised through a single integrated calendar. | Student Events co-ordinator to plan | 20July 2018 for copy deadline |  |
|  | Three Induction Tutorials for each 60C unit to be timetabled in induction week or Three Induction Tutorials and Three Additional Tutorials for 120C | Timetable Manager | 1 August 2018 |  |
|  | Students will be scheduled to meet their HOD in induction week | Timetable Manager | 1 August 2018 |  |
|  | University statement about engagement reviewed | Full academic staff | 1 August 2018 |  |
|  | All Level C tutorial groups will be assigned to a single tutor for the full academic year | HODs to assign tutors to tutorial slots through SAM | 1 August 2018 |  |
|  | Details of how to register will be sent to all students in the week following confirmation of their place. This will need to include information regarding proof of identity. | Dean of Students Office to agree content  Student Admin to generate electronic and paper copy  Gateway desk to mail | w/c 20 August 2018 onwards as places confirmed |  |
|  | Confirmation of Proof of Identity process | PVC Office and  Student Administration | 1 September 2018 |  |
|  | Draft personal email to be prepared for adaptation by personal tutors | FEOs | 1 September 2018 |  |
|  | Confirmation of the format for re-engagement meetings – for all students who are re-taking level C or who interrupted Level C in 2017/8 | PVC Office | 1 September 2018 |  |
|  | Level C year co-ordinator to be confirmed for 2018 | HOD and FEO | 6 Sept 2018 |  |
|  | Weekly meetings of level C tutors and Level C year co-ordinator to be scheduled in each department for the full academic year | HOD | 6 Sept 2018 |  |
|  | The tutorial programme in each subject should build toward the completion of a portfolio. Current portfolios to be reviewed | HOD/ Year Head to check | 6 Sept 2018 |  |
|  | Review of Level C tutorials in each subject to ensure an incremental career-planning strand is included. | HOD/ year Head to check/implement | 6 Sept 2018 |  |
|  | All academic tutors to be given access to the Students at Risk database | ITS | Revised date 20 Sept 2018 |  |
|  | Personal timetables to be generated for all new students | Timetable manager/student admin | 6 September 2018 |  |
|  | Students to be moved between tutorial groups as appropriate | Identified faculty staff | 11 September 2018 |  |
|  | Tutors to be given details of their tutees via release of Personal Tutor Hub | Faculty administrative staff | 12 September 2018 |  |
|  | Course booklets to include an indicative week timetable which includes indications of how students might use hours outside those scheduled for direct contact. | Outline provided in course booklet  Year co-ordinators to populate | 14 September 2018 |  |
|  | Personal Email to be sent to new students | Appropriate personal tutor | 14 September 2018 |  |
|  | Moodles are populated and reading lists/course booklets to be available. | Level C Year Lead | 14 September 2018 |  |
|  | Each Moodle should include directions to the pre-arrival tasks necessary for induction week tutorials. | Level C Year Lead  ITS to update system | 14 September 2018 |  |
|  | Course booklets should follow the standard format and should be available on Moodle. | Year Head | 14 September 2018 |  |
|  | Detailed information sheet to be provided to personal tutors about each of their tutees. | ITS/data team | 11 September 2017 |  |
|  | Students be provided with a physical copy of the University’s requirement in terms of engagement  The signed engagement document to be required for collection of student ID cards. | DOS office to prepare and circulate  ITS to confirm system for recording ID card issue | 14 September 2018 |  |
|  | Range of social activities to be arranged for Sunday 23 September including opportunities for eating together | Residential Life Team | 20 September 2018 |  |
|  | All non-resident students to attend welcome day. | Coordination/invitation through external relations | 20 September 2018 |  |
|  | Student events calendar commences | Student Events co-ordinator | 22 September onwards 2018 |  |
|  | All resident students arrive | Residential Life Team | 22 September 2018 |  |
|  | Release any access points which need ID card access | ITS | 22 September 2018 |  |
|  | There will be two ‘check points’ at week 3 and week 6 in the tutorial programme where tutors will need to confirm the engagement of their tutees. If a problem emerges by week three then there should be immediate intervention to get student ‘back on track.’ At week 6 any student who is confirmed as not appropriately engaged with university study by their tutor will be recommended for termination of studies. After 1 December, the student shall count in the department’s retention statistics for the next two and half years. | Year co-ordinators to coordinate identification of students and submission of list for termination to the Registrar.  Registrar to establish simple procedure for receiving and acting on these lists. | 22 September onwards |  |
|  | All departments/subjects should have a student society and the society should run appropriate events during induction week (these may need to be staff-led in the first instance but ideally should be taken on by senior students). | Year co-ordinators /HOD | 22 September onwards |  |
|  | In recognition of the potentially different aspects of transition to Hope, the University will provide some targeted induction events for mature and international students. | SDW, international unit, faculty colleagues | 20 September onwards |  |
|  | Automated online change of course to be available to relevant staff | ITS | 24 September 2018 |  |
|  | Distribution of ID cards | Gateway Team | 25 September 2018 onwards |  |
|  | Student Loans to be released on collection of the ID card | Student Finance | 26 September 2018 onwards |  |

**Appendix 2**

**Tutorial Toolkit:** **Employability**

**Initial meeting**

*What stage are you at in terms of thinking about and preparing for your future beyond University?*

**Possible discussion prompts:**

1. Careers of potential interest, (for example, is there a specific career target already in mind).

2. How their motivations and values might link to possible careers.

3. Academic topics they might like to build on.

4. Extra-curricular activities, (for example SALA).

5. Work or voluntary experience, (for example Hope Works / SALA).

6. Awareness of and engagement with the wider careers support systems.

7. Their sense of preparedness for the future, (My Careers Centre skill development activities).

8. How confident they feel about preparing for the future.

**Follow-up meetings**

*What actions have you taken and what has this achieved in terms of addressing the agreed priority?*

This discussion should be based on the student’s completed action sheet (or where this has not been completed, a verbal report). The adviser should encourage the student to reflect candidly on what has been achieved, whether their implementation strategy has been effective and efficient (for example, has the student made use of relevant resources and support systems) and how they can overcome any obstacles.

**Tips for successful conversations**

1. Acknowledge that making future plans involves difficult decisions and there’s no expectation to provide immediate or fixed ‘answers’.

2. Emphasise that they have already taken positive steps (e.g. coming to university).

3. Reassure them that having a clearly defined goal isn’t necessary as a starting point, taking small steps to broaden their experience can help to generate ideas.

4. Getting ‘future ready’ is not just about study, there are many other (fun) experiences students can gain while at university which will help to develop their interests and skills.

5. There are lots of services and resources around the university that can help – they should access them to discover the support available (see the ‘useful resources’ tab for pointers).

6. There might be setbacks along the way, it’s important that they keep their options open and think about a Plan B.

**Using the student action sheet** (Example attached)

Based on the conversation, agree a priority and set a deadline in advance of the next meeting.

**For students who struggle to identify a priority, suggestions might include:**

- investigating different career options;

- reflecting on interests, skills and aptitudes;

- gaining experience;

- making connections;

- preparing for applications.

While the adviser and student should work together to agree a priority, it is the student’s responsibility to work out what actions they should take in order to address that priority. The adviser should be clear that the student is expected to create and document their implementation plan and to make useful reflections on progress.

**Appendix 3**

**Level C portfolios**

Portfolios should be made up of a series of tasks, preferably expected weekly. These will be completed by students either between the weekly sessions or in the session itself as a result of preparation done between the weekly sessions. These tasks should be in a format that produces an artefact that can be included in a final portfolio. These artefacts come together to give one of the measures of student engagement for each student.

Departments should decide on the tasks to make up the portfolio for each of their Level C units. This should be included as part of the Level C course booklet and should be introduced in the induction tutorials.

The portfolio should count for at least 33% of the final (60C) unit mark. The Department should agree how marks related to individual tasks accumulate to give the overall portfolio mark.

From the very first meeting with the tutor it should be made clear to students that completion of these tasks is non-negotiable.

Tutors should keep a record of tasks completed by each student. They should actively follow up any student who has not completed the allocated tasks. At week 6 this should form part of the decision regarding whether a student should be allowed to continue with their studies.

The Level C year co-ordinator will keep an overview of all tutor records relating to tasks.

Completion of the tasks will count as one of the measures of engagement.

Portfolio tasks might include:

*Short papers*

*Reflective pieces*

*Experimental results*

*Short tests (for example multiple choice)*

*Problem solving exercises*

*Group projects*

*Presentations*

**Every Portfolio must include four Career Assessments, available at My Careers Centre, completed by week 6.**

*Students should also be given essential reading for the week. This should be over and above the tutorial tasks. Again, it should be made clear to students that completing this reading is a non-negotiable expectation.*

**Appendix 4**

**Level C Year Co-ordinators Responsibilities**

**All Level C Co-ordinators should:**

* Meet weekly with all Level C tutors.
* Ensure that personal tutors monitor attendance at tutorials and follow up non-attenders for explanation. Also that they contact students who have not submitted their work in a pastoral role to ensure that they are not struggling.
* Supply the University with a list of students causing concern at week 3 and requiring termination at week 6.
* Deal with day to day queries from students. After the personal tutor be the first point of contact for students at this level.
* Ensure that tutors are considering the full range of measures of engagement. Monitor the students who are high achieving and those who appear to be struggling with the course.
* Produce the course handbook according to University guidelines.
* Check that Moodle content is sufficient and appropriate.
* Check the Learning Support Plans for your year group at the beginning of the year and then sporadically throughout (these can be found on e-reporter). Inform the teaching team if there are any immediate concerns in the teaching environment (slides needed in advance / possibility of medical situations arising during lectures etc.) and ensure appropriate alterations are made to assessments.

**In some Departments the co-ordinator might also be required to:**

* Update Moodle with the necessary resources from the teaching team for lectures, seminars and tutorials.
* Co-ordinate the Level C assessments to ensure that they are marked / moderated in a timely fashion by the teaching team and retain a record of the marks awarded. Ensure that these marks are accurately input into SITS and be prepared to speak about these when necessary at the relevant exam board.
* Keep a sample for the external examiners. This should include sample work, feedback sheets, and a moderation form. This should include work across a range of marks, including fails and 1sts.

**Appendix 5**

**The Requirements of the Departmental Administrator (Relating to Level C)**

* To be the link between the Department and their students.
* To be welcoming and to know these students by name.
* To know who to refer students to both within the Department and the wider University (tutors/FSAA/SDW etc)
* To recognise and act upon early signs of student disengagement.
* To keep the HOD informed of issues and difficulties being experienced by individual students and the wider student body.
* To take responsibility for the distribution and return of the Level C surveys.
* To relieve tutors of administrative duties wherever it is appropriate.
* To give extensions.
* To arrange welcome and other social events.

**Appendix 6**

**Training Schedule**

**FACULTY ADMINISTRATOR TRAINING**

|  |  |  |
| --- | --- | --- |
|  | **Responsibility** | **Timescale** |
| **Session 1. Setting the scene** | FEOs | TBC |
| **Session 2. Tools and techniques** | FEOs & JR | TBC |
| **Session 3. Technical Training** | FEOs & MB | TBC |
| **Develop content of sessions** | FEOs, MB JR | TBC |

**ACADEMIC TRAINING**

|  |  |  |
| --- | --- | --- |
|  | **Responsibility** | **Timescale** |
| **Dean’s communications & invitations to all academic staff** | FEOs & Deans | TBC |
| **Dean’s overview briefings to all academic staff** | FEOs & Deans | TBC |
| **Year Head training** | PH, FEOs & HoDs | TBC |
| **Tutorial workshops at Learning & Teaching Day** | PH/ FEOs/CW/JB/CP | TBC |
| **Agree content of sessions** | FEOs/PH/CW/JB/CP | TBC |