



Student Transitions: Example of transitions practice

Title: Stay on course at QMU

Transition(s) the practice supports: This example is part of the ‘staying there’ focus on the transitions map, and is aimed at providing students with an integrated support process to keep them and their studies on track.

Abstract: This initiative takes a proactive stance in using attendance monitoring information to identify students who may have wellbeing problems, and provide them with a single point of contact for support.

Description:

At QMU, we know that there are students who find it difficult to stay on course and do not seek help or support for a variety of reasons, including that they may not recognise that they need it. Their attendance level, course work or academic performance in general may begin to suffer. We are eager to offer such students early support, which will help them to recover quickly, so they are not put at risk of failing the module, the year, or their studies. This initiative aims to be pro-active through a ‘flag-and-follow’ approach with academic departments/personal academic tutors/staff flagging up the student issue, which is then followed up by the Stay-on-Course Team. This should enhance the student’s experience, and also aid transition, progression and retention.

Each student identified by the above methods, and who has provided permission for referral to the Stay-on-Course team, is routinely invited for a one-to-one appointment with a Wellbeing Adviser. During the appointment, the Wellbeing Adviser works with the student to develop a Stay-on-Course Plan that lists all the issues that the student has identified and suggests steps to address them. This can be done in a variety of ways, such as guided self help, general help from the Wellbeing Adviser, professional help from QMU staff (including the Disability Services, Counselling, the Effective Learning Service, and Student Services Units) or external help (GP, NHS, etc.).

The Wellbeing Adviser follows up with students and supports them to act on their Stay-on-Course plan. They keep an individual case record and, with the consent of the student, may share some of the information with Exam Boards (e.g. in support of extenuating circumstances application), the personal academic tutor (e.g. if additional academic support is needed) and/or other QMU staff/departments, as appropriate.

Once students are back on track, the Stay-on-Course team stays in touch with them from time to time to offer friendly encouragement and ensure that they are progressing well.

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All examples provided will be posted to the Enhancement Themes website with the intention of including them in the National Transitions map.