Preparing Students for Success

Presented by
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Background to Prepare for Success (PfS)

• A large number of level 3 students directly entered from college and had transition challenges.
• The idea behind PfS was that learners need to be encouraged to develop good study skills and habits to build their confidence resulting in improved academic resilience and student success.
• Observation of previously successful learners fed into the development of the resources.
• The ultimate aim was to improve student satisfaction, progression and degree completion.
• The commonly used analogy of a student journey was used.
Phase One – Induction for new students

Flight to Base Camp Ben Miannan
Welcome to GCU

We’re going to be playing an ice breaker game in order to help you to get to know the other students you will be studying with this year.

University for the Common Good
Phase Two – Teaching Weeks 1-6 all students

Workbook

Prepare for Success

Student Workbook
Weeks 0-6

Newsletter

Prepare for Success Newsletter - Week 1
What is PIS?

This is your weekly newsletter to help you to Prepare for Success. We have combined our own experience of being successful learners with feedback from our students on what helps them to create study and life skills resources. Use the Prepare for Success (PIS) Workbook as you go through these resources.

Procrastination and Time Management

This week we are looking at Section 10 in our PIS workbook. In all aspects of your life it is important to effectively manage your time. At university it is necessary to plan how to fit the additional study time you need to allocate outside of your timetabled classes into your weekly plan.

Login to GCU Learn and look for the organisation called ‘Prepare for Success’. After watching the introductory video for Week One, select the Login to GCU Learn and look for the organisation called ‘Prepare for Success’. After watching the introductory video for Week One, select the Launch Activity button and watch the video Diary of a Procrastinator. Answer the questions in your workbook then go on to complete Activity 2 – The Time Management Calculator.

Don’t forget to watch out for a message from your Personal Tutor.

Future Learn

Assessment Regs Week One Spotlight
Students were linked to the online bite size resources and encouraged to watch, read and interact with them.

There were 6 weeks of extended induction after teaching began, with a different study topic each week.
Phase Three – Teaching Week 7 onwards

• Focus on Sleep Matters
  • Togetherall
  • Sleepio App supported by NHS
  • Poster Campaign

• Mental Health
  • Togetherall
  • Poster Campaign

• Exam preparation
  • Video
  • Additional materials such as study calendars
  • Poster Campaign
Evaluation

• More than 70% of students accessed the material
• PfS resources were praised in staff student meeting minutes
• PfS was commended by the Professional Bodies
• PfS was extended to include PG students in other Departments
• Support was extended and used with the resit population
Thank you for the help I will use these to aid with my studying.

Thanks a lot for the useful information.

Firstly, thank you so much for your kind support, I really need that to give me encouragement, I'm so busy working hard on my coursework to get done.

Thank you for all the useful information you have provided, I will make good use of it.

Everything going as planned thanks for your support.

I have good news I have completed my work now it's done allow me to say big thanks for your support I really appreciate that.
Conclusions

• The anecdotal evidence strongly suggests that the PfS resources and overall approach is helping students to be successful
• Further analysis is required to look at the impact of the PfS resources on student success as measured by student satisfaction, progression and degree completion
• For more information or staff development workshops please email me at esm@gcu.ac.uk