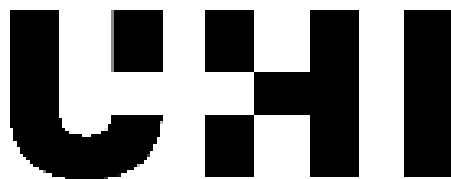
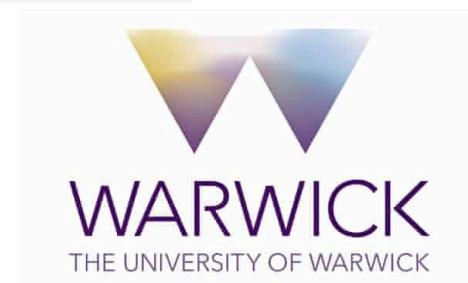


A Conversation Around Diagnostics and Personalised Approaches to Building Student Success

Luke Millard, Abertay
Colin Milligan, GCU
Heather Fotheringham, UHI
Jack Hogan, Abertay



PERSONALISED APPROACHES TO RESILIENCE AND COMMUNITY



The conversation structure

Brief introduction to the PARC approach and the why!

Drawing on QAA PARC Collaborative project

- The purpose of a diagnostic approach
- Strengths and weaknesses
- Evidence and products required to engage sceptics

Institutional approaches, successes and challenges:

- BCU, Abertay, Warwick, UHI

A developmental conversation on:

- The potential for Diagnostic approaches
- How this can be best supported



Drivers for a diagnostic approach

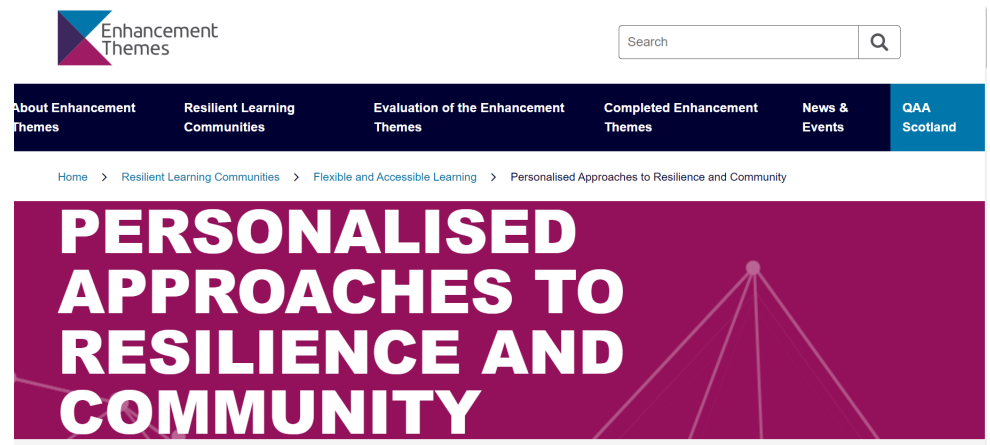
- Pandemic and disruption for new students
- Institutional imperative – retention and graduate level outcomes
- Moral imperative to enable our students to succeed
- Personalisation of the student learning journey
- Learning gain legacy – BCU, Warwick etc
- Technological advances – AI and assessment



Purpose

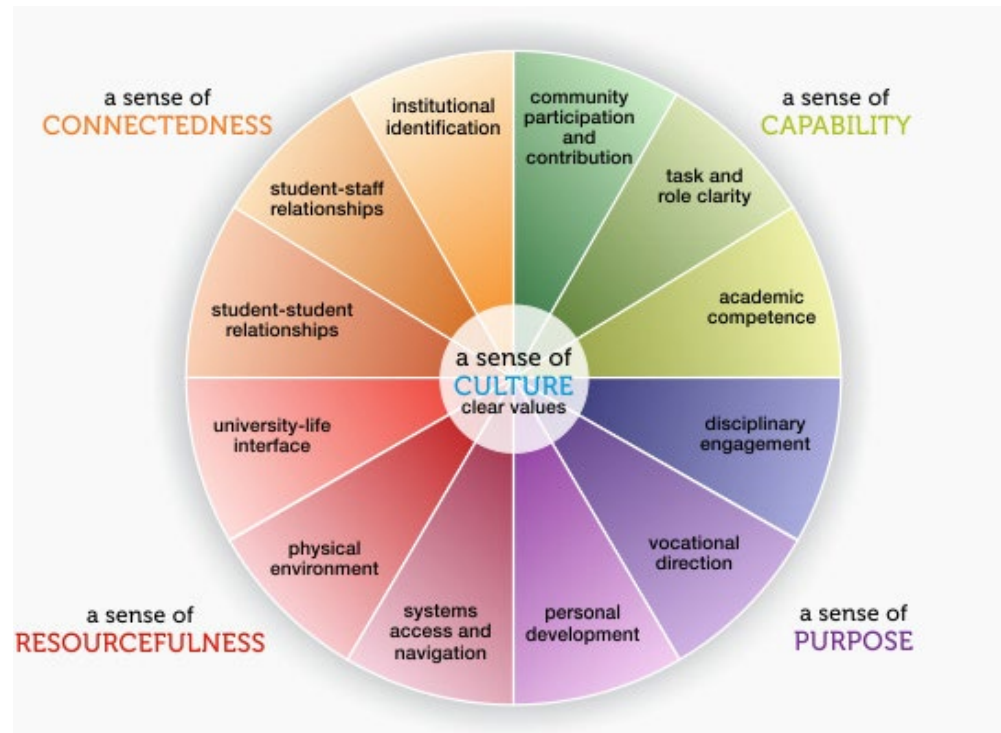
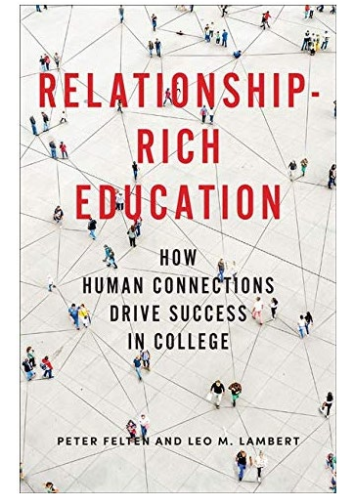
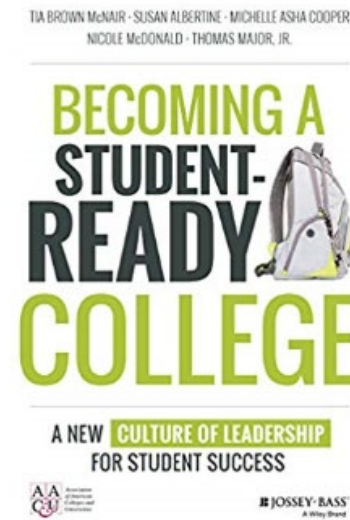
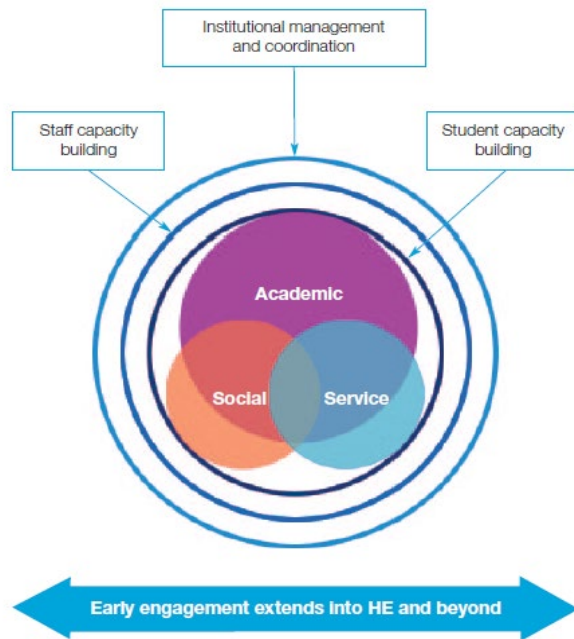
To enable and enhance student success through personal reflection and engagement with diagnostic tools and the associated institutional development opportunities.

- Recognise context of each institution
- Recognise the institutional drive – student retention, EDI and attainment gaps, employability



Building upon

- McMillan and Chavis (1986)
- Lizzio (2010)
- Thomas (2012)
- McNair et al (2016)
- Felten and Lambert (2020)



Starting the Conversation – a challenge

Colin Milligan · 5d

Personalised Approaches to Resilience and Community (PARC)

Abertay, Birmingham City, Dublin City, Glasgow Caledonian, UHI and Warwick Universities.

Background

Colin Milligan · 6d

Introduction

This QAA Scotland Collaborative Cluster project seeks to explore the value of diagnostic testing as a mechanism to support transition and initial experience of university, and thereby improve student resilience. Follow the link to our CC page.



PERSONALISED APPROACHES TO RESILIENCE AND COMMUNITY

Personalised Approaches to Resilience ...
Project Overview Standard approaches t...
enhancementthemes

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Add comment

Introduction

Colin Milligan · 5d

We've prepared three short stimulus papers on diagnostic testing covering the macro-, meso-, and micro- level context as well as an Introductory paper (attached here).

Find the macro-, meso- and micro-level papers in the three columns to the right.

QAA Collaborative Cluster: Personalised Approaches to Resilience and Community (PARC)

Key objective
The QAA Scotland Collaborative Cluster project seeks to explore the value of diagnostic testing as a mechanism to support transition and initial experience of university, and thereby improve student resilience. The PARC project partners are Abertay, Birmingham City, Dublin City, Glasgow Caledonian, UHI and Warwick Universities.

Helping students to develop resilience through targeted support or transition. Standard approaches to university education are student based, the focus for progression and then student engagement and support through their education and into the workplace. However, as a result, we are well aware that students enter our universities with a diverse range of confidence, skills and ability. Effective support requires that we recognise this diversity and tailor our support to meet the needs of each student. This project aims to explore the value of diagnostic testing as a mechanism to support transition and initial experience of university, and thereby improve student resilience.

Resilience and education are current concerns derived from the Covid-related disruption and digital challenges the new generation and current students face. Hence, consequently, there can be gaps in knowledge as well as in skills with respect to the academic impact on confidence to transfer between education systems. This has higher student anxiety and their capacity to engage with learning.

As a response to the current pressures of their own academic reality and their academic achievement (Barnard, 2017). This results in the rapid rise in student stress and anxiety and subsequent poor mental health. This has led to a significant increase in student anxiety and poor mental health. This has led to a significant increase in student anxiety and poor mental health.

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Add comment

Macro-level

Colin Milligan · 6d

Read the macro-level paper and contribute your own thoughts below.

QAA Collaborative Cluster: Personalised Approaches to Resilience and Community (PARC)

Diagnostic Testing as Transition to HE – Introductory (Macro-level implications)
How can we best enable student success when our students enter our universities with an increasing range of abilities and skills?

PARC seeks to develop, implement and evaluate activities that better prepare the individual student to successfully through the transition of diagnostic testing at university in an environment. The paper highlights some of the issues that could impact at the macro level of the institution. It discusses how diagnostic testing at macro level could help address the entry point into university to create opportunities for development.

Creating a clear vision of the value and availability of a student's support at university is one key resource as it is the way the sector needs to offer relevant, varied and diverse support to learning and growth in a student's career that has underpinned the success of educational institutions.

Keywords: resilience, personalisation, student experience, academic success.

Potential for impact on institutional priorities
Diagnostic approaches to learning, teaching, assessment and evaluation provides the potential to impact on challenges that institutions face through:

- **Resilience:** Informal discussion of resilience in support systems, research and support data allows the institution of student need to become more visible.
- **Personalised approaches:** Student data and support data can be used to support student success and to be implemented to enable student success.
- **Programme:** Resilience testing could be used to inform the design of each year of a student's programme to ensure that students are supported in their learning and development.

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Meso-level

Colin Milligan · 6d

Read the meso-level paper and contribute your own thoughts below.

QAA Collaborative Cluster: Personalised Approaches to Resilience and Community (PARC)

Diagnostic Testing as Transition to HE – Meso-level implications
How can we best enable student success when our students enter our universities with an increasing range of abilities and skills?

PARC seeks to develop, implement and evaluate activities that better prepare the individual student to successfully through the transition of diagnostic testing at university in an environment. The paper highlights some of the issues that could impact at the meso level of the institution. It discusses how diagnostic testing at meso level could help address the entry point into university to create opportunities for development.

Creating a clear vision of the value and availability of a student's support at university is one key resource as it is the way the sector needs to offer relevant, varied and diverse support to learning and growth in a student's career that has underpinned the success of educational institutions.

Keywords: resilience, personalisation, student experience, academic success.

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Add comment

Micro-level

Colin Milligan · 6d

Read the micro-level paper and contribute your own thoughts below.

QAA Collaborative Cluster: Personalised Approaches to Resilience and Community (PARC)

Diagnostic Testing as Transition to HE – Micro-level implications
How can we best enable student success when our students enter our universities with an increasing range of abilities and skills?

PARC seeks to develop, implement and evaluate activities that better prepare the individual student to successfully through the transition of diagnostic testing at university in an environment. The paper highlights some of the issues that could impact at the micro level of the institution. It discusses how diagnostic testing at micro level could help address the entry point into university to create opportunities for development.

Creating a clear vision of the value and availability of a student's support at university is one key resource as it is the way the sector needs to offer relevant, varied and diverse support to learning and growth in a student's career that has underpinned the success of educational institutions.

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Contribute

Colin Milligan · 7d

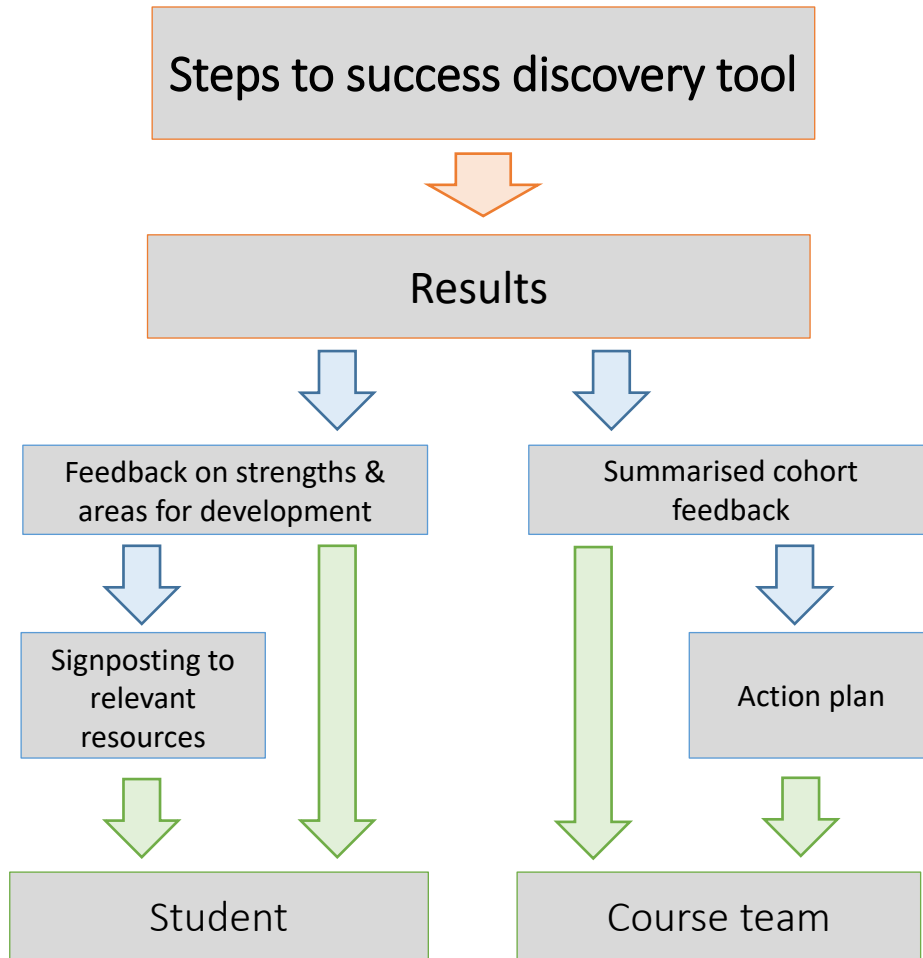
Your Thoughts

Use this column to let us know your general thoughts on diagnostic testing and its potential to support transition.

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Add comment

Birmingham City University model



- Cohort level:
- Informing course design, content and delivery, additional support requirements at cohort level and development of resources.
- Student-level:
- Building resilience. Providing students with recommendations and avenues for support, developing confidence in abilities and an awareness of areas for development.



The Abertay Context



July 2020, Senate approved the recommendations of a University working group that it should initiate developments that would see a microcredential framework implemented for students in September 2021.

This would see the first-year existing electives (20 credits) being replaced with a new suite of microcredentials.

A University development group, drawn from across Abertay, placed an emphasis on students utilising a microcredential framework to personalise their own development journey as they prepared themselves for their future careers.

The focus was on preparing students to be successful academically and socially within the Abertay community.



Year 1 Microcredentials



ABE 101 mandatory for all first-year students.

Includes a strengths based diagnostic in ABE 101 that directs students to other microcredentials that may address perceived weakness.

Transitional, developmental and programme related?

Normalise engagement with professional services and development



ABE101 - Being Successful at Abertay



ABE102 - Successful Writing at Abertay



ABE103 - Digital Skills for University and Beyond!



ABE104 - Dundee and Me



ABE105 - Research and enquiry skills



ABE106 - How to sell your ideas!



ABE107 - Planning your future career



ABE108 - Welcome to the CommuniTAY



ABE109 - Wellbeing tools and tricks

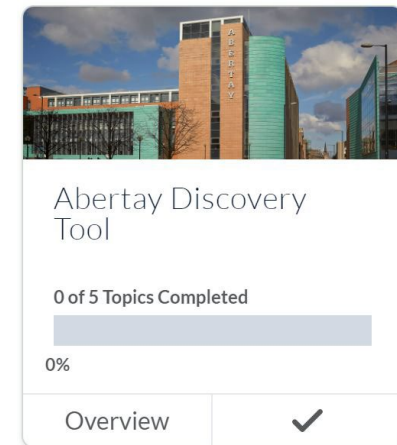
Abertay Discovery Tool




- Identifying student strengths and areas for development
- Feedback for each section with links to support services
- Programme level reports (Available by week 4, term 1)

Sections Include:

- Studying at University (Study habits, expectations, independent learning etc)
- Academic Writing & Mathematics (Writing, reading, referencing, basic numeracy skills)
- Digital Skills
- Employability Skills (Career registration)
- Wellbeing



Abertay Discovery Tool



Abertay Discovery Tool: Academic Skills Feedback

Congratulations on using the Abertay Discovery tool to start mapping your route to success at University! This section is focused on **Academic Skills**.

This report outlines the areas of strengths that were indicated by your answers and areas that you might like to focus some time and energy on developing. Please note, this is a starting point; not only should you begin to develop these areas, but also use feedback and self-reflection developed throughout this module and others to identify other skills that would benefit from development.

Remember, Abertay is here to support you!

Academic Writing

As you move through your university career you may encounter unfamiliar writing styles or requirements. These could be in the form of essays, reports, or reflective writing to name a few. You have demonstrated an understanding of the differences. To build upon your knowledge, Abertay provides a wide range of resources for you to access when you need them. Find out what's available at Writing.abertay.ac.uk.

Searching and Evaluating Sources

In your modules you will need to use different searching techniques to find sources for you to critically analyse as part of your assignments. You have demonstrated an awareness of how to do this. There are several models and resources available when considering searching and evaluating. You may benefit from finding out more about Searching.abertay.ac.uk and Evaluating.abertay.ac.uk your sources.

Academic Reading

You have demonstrated signs of being a critical thinker. This includes reading and writing critically and is a key skill for university and your future career. Critical thinking, or critical analysis, is the evaluation of information or ideas on a topic. You may want to find more out about Academic Reading abertay.ac.uk.

Referencing

Referencing may be something that you have started to think about before. It is vital to writing academically, so develop your referencing skills. There are lots of resources available when considering different referencing styles familiar with the referencing styles used at Abertay.

- Harvard (All areas)
- APA (Psychology)
- OSCOLA (Law Practice)

Mathematics

Throughout your degree this will depend on the module you are studying. Your programme leader to see what resources are available.



Programme Information

Programme: BSc (Hons) Computer Games Applications Development

Programme Leader: Andrei Boiko

Division: Games Technology & Mathematics

School: Design & Informatics

Strengths

Overall, students on this programme showed a good level of knowledge and approaches of independent learning.

Students had a good level of understanding of the role that feedback plays at university. Students recognised that the role of feedback is to help them develop their subject knowledge and transferable skills.

A good range of activities to prepare for classes were identified. This included completing the recommended reading or pre-work, discussing content with peers, and looking over notes from learning materials.

Students showed a good level of confidence in their academic writing abilities. Some students described previous experience of academic writing although not at university.

Students had a good level of knowledge on how to effective work in teams on a range of digital environments.

Most students indicated good knowledge of using key computer software packages for academic work. This included Microsoft office, the use of PDFs etc.

Most students indicated good knowledge of using online communication tools. This included the use of Microsoft teams and emails. It is strongly recommended to encourage students to access the support on the intranet for using [emails and calendars](#).

Areas for development

Some understanding of the role of referencing was shown in the referencing questions. To reinforce the importance of referencing, it is recommended to provide supporting links to materials available for the appropriate [referencing](#) used on the programme of study.

Students described some confidence in their basic mathematical abilities but indicated and recognised they needed to improve. It is encouraged to clearly specify the level of mathematics required on the programme of study and the support available from the programme team. Students can also be referred to the [Learner Development service](#).

Impact so far...

Module Title	Number of Students	Engagement	
		Submission Rate	Pass Rate
ABE101 – Being Successful at Abertay	714 (100%)	95%	96%
ABE102 –Successful Writing at Abertay	410 (55.7%)	93%	95%
ABE103 – Digital Skills for University & Beyond	355 (48.2%)	91%	98%
ABE104 – Dundee and Me	191 (26%)	90%	100%
ABE105 – Research & Enquiry Skills for the Digital Age	310 (42.1%)	92%	100%
ABE107 – Planning your future career	490 (66.6%)	94%	98%
ABE108 – Welcome to the CommuniTAY	92 (12.5%)	100%	96%
ABE109 – Wellbeing tools & tricks	278 (37.8%)	91%	98%

Warwick's Model



- The model aims to help students on professional courses engage with a process of employing skills and strategies to meet academic and professional demands of their programme through developing five aspects of academic, professional, motivational, social and emotional resilience.
- The model focuses not only on the outcome but also the learning process happening over time. The model aims to go beyond more traditional, individualistic approaches by helping students develop knowledge, skills and experiences suitable for both academic and professional settings in collaboration with others.
- The model is not to concentrate on individuals' strengths; it is to provide focus for supporting students on professional programmes.

Design & Delivery



- The modules are designed to help PG students on professional programmes build their awareness of the skills and practices that will help facilitate five aspects of resilience.
- Students initially take self-quizzes to identify their learning needs. They are then directed to online resources to learn about skills and strategies, apply skills and strategies, and build their personal and group toolkit.
- Each module is designed using the following principles:
 - -Personalised with the self-quiz, personalised plan and tool kit;
 - -Interactive with the reflection activities and problem-based scenarios;
 - -Enabling students to develop the modules' resources in collaboration with other participants.

Post entry with
HN students

Development
of PEAT

PARC

Use of PEAT
with staff

Pre entry for
PG students

Intended consequences

- Increased use
- Keep on institutional priority list
- Alignment with retention work

Unintended consequences

- Community of Practice (PARC)
- Community of practice (UHI)
- Link to microcredentials

Moving to a conversation

Our work is exploratory, we are trying to understand the space, so would like your input.

- Some questions to discuss over the remaining time.
- Work in groups/tables.
- We will pick up on one key theme from each group.



Conversation:

If we want to foster **Resilient Learning Communities**

RLC Key Question(!) 2:

- Do you know your current and future students?
- How will they want to learn?
- How can we gain a clear understanding of their needs?
- What information do we need to enable us to best support their learning?

How can a PARC like approach help you to achieve this in your specific institution/context?