

Stream: Sharing Good Practice

Submission title:

What's that got to do with passing assessments?

Presenter:

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Some students take a bit of convincing that they need more than a good memory to pass assessments and gain a degree. While they need to develop academic and learning skills in order to succeed many are unable to take advantage of extra-curricular support.

In order to encourage access to these opportunities, advisers from the Academic Skills Team work with programme leads to integrate additional teaching and development of academic skills across programmes in The Business School, School of Health and Social Care and School of Applied Sciences. This session shares the model of coherent academic skills development 'journeys' designed to provide students in the School of Applied Sciences with the tools they require to tackle progressively more advanced assessments as they travel into and through the period of their degrees at Edinburgh Napier University.

Initial discussions ensure that programme leads learn what additional provision is available to them and a skills development plan for each subject group and programme from undergraduate to postgraduate level is negotiated. The school's academic skills adviser (ASA) then works with leads on the fine detail of exactly what support students on their modules require and when, scheduling these into module timetables. Having been provided with the relevant information (module handbooks, assessment briefs, marking criteria etc.) ASAs develop content and learning materials then facilitate workshops.

All subject groups in the School of Applied Sciences now have 'Academic skills development journeys' in place for their students. This session will focus on the 'journey' concept and the successes and difficulties of realising this support within a constantly changing environment.

With the student experience, retention and wider participation high on everyone's agendas, this session demonstrates how both the School of Applied Sciences and Academic skills team strive to provide a diverse student population with the additional support required to increase their success.

Observations of and suggestions from colleagues are encouraged during this session towards further improving the 'reach' and effectiveness of this support for students across the university.

Clegg, S., Bradley, S., and Smith, K., (2006). "I've had to swallow my pride": help seeking and self-esteem. *Higher Education Research and Development* 25:02 2, 101-113. Available from: <http://dx.doi.org/10.1080/07294360600610354> [accessed 16 April 2015].

Entwistle, N. (1997). *Contrasting Perspectives on Learning*. In Marton, F., Hounsell, D. J. and Entwistle, N. (eds.). *The Experience of Learning*. Second edition. Edinburgh: Scottish Academic Press. pp.3-22.

Popovic, C., Green, A. (2012) *Understanding Undergraduates*. Abingdon: Routledge.