



## Was the student voice clear?

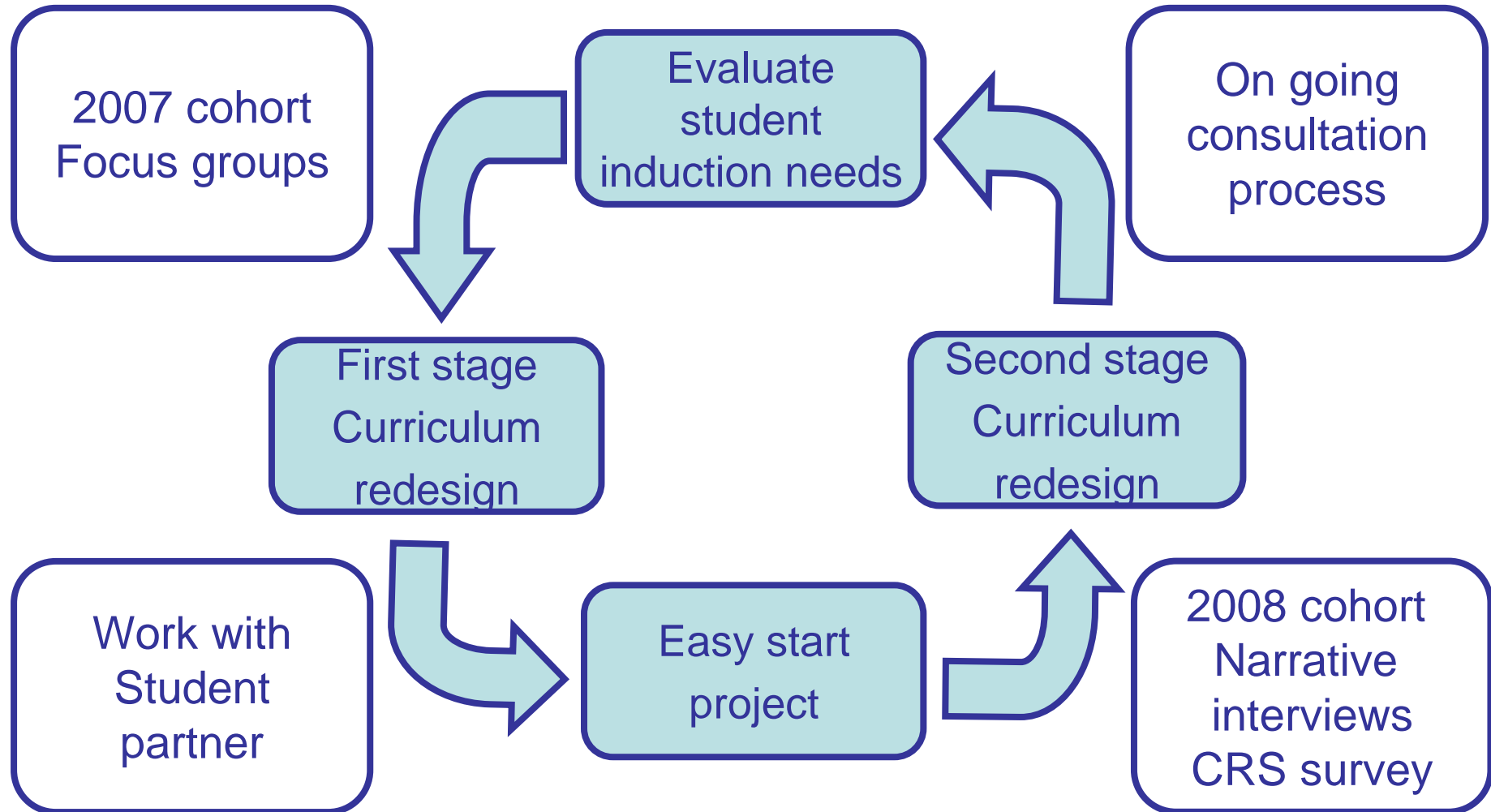
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# Student involvement



# Easystart design

## Pre-entry

- Foster
- Rec
- F
- Mot

## 1<sup>st</sup> Week

## 1<sup>st</sup> Year

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# Theme 1

2007 cohort

The students felt that pre-entry access to WebCT would be useful.

Strategy

Developed pre-entry WebCT easystart info area.

Included setting up and supporting Q&A forum

2008 cohort

Info area well received.

Discussion forum not well used.

Facebook preferred for pre-entry socialisation

## Theme 2

2007 cohort

The students felt that they were given a lot of information in the first weeks.

Strategy

Rationalisation of the posted induction pack.

Redesign of information provision in week 1

2008 cohort

Induction pack well received

Mixed responses

## Theme 3

2007 cohort

The students would like an informal social activity in the first week.

Students wanted to meet personal tutors asap

Strategy

Informal social event early in week 1 following first meeting with personal tutors.

2008 cohort

Informal social event very well received.

Students valued meeting personal tutor very highly

## Theme 4

2007 cohort

The students particularly enjoyed small group sessions and would like more of these in week 1.

Our strategy

Small group sessions designed into week 1 activities.

Reduction in "Info lectures"

2008 cohort

Small groups sessions very well received.

Seen as both academically and socially important.

## Theme 5

2007 cohort

The students felt that contact with the level 2 and 3 students would be useful.

Our strategy

Re-launched the buddy scheme.

Introduced level 2 and 3 student reps during week 1

2008 cohort

Limited success.

Students have done this informally through Facebook groups



## Theme 6

2007 cohort

The students felt that early specific information on useful core skills would be helpful.

Strategy

Core skills area included in easystart course area (WebCT). Key contact actively encouraged use

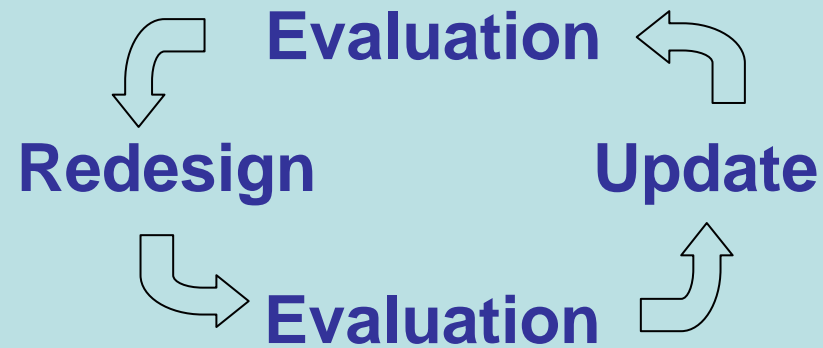
2008 cohort

Students unable to comment at the time of the interviews and surveys as prior to first assignment.

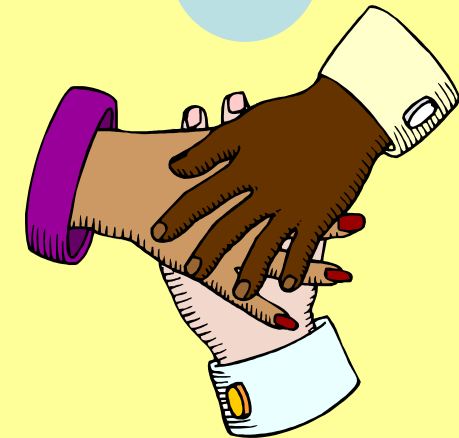
## Have we heard?

Theme	
1. Pre-entry	Yes and No
2. Information overload	Yes and No
3. Social event	Yes
4. Small group work	Yes and No
5. Level 2 & 3 contact	Yes and No
6. Core skills resources	Work in progress

## Close Feedback loop



## Good agreement



## Partnership

facebook



Focus groups



Interviews



CRS

Diverse methods

## Pre-entry

“Access to WebCT would be a good way to start

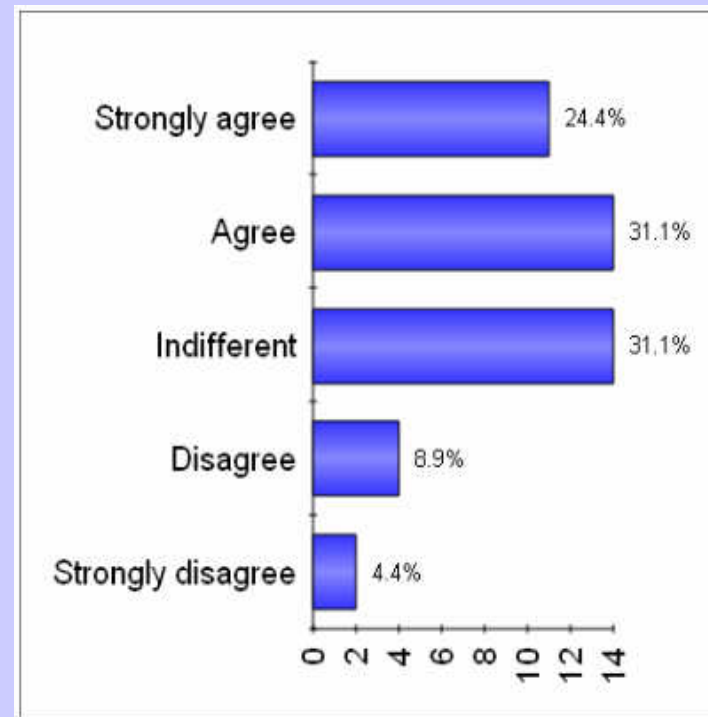
....

... .. If you have that opportunity before hand like on forums and whatever then you will have a better understanding and idea so that would be good” - R1



# Pre-entry

It was really good talking to people (on Facebook) before you come to Manchester



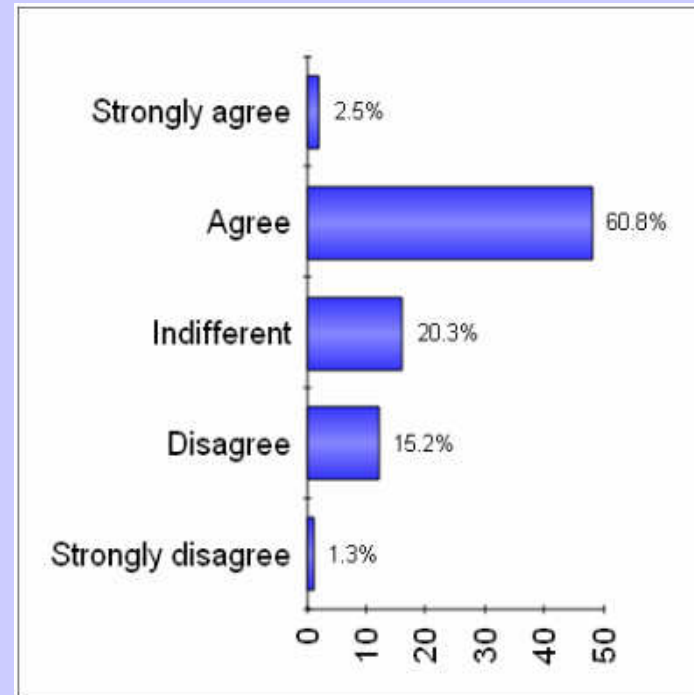
# Information overload

“You go through induction (Week 1) and you had all of this information thrown at you... It is only when you start needing them for the course and using them that you actually get to grips with it.” – R2



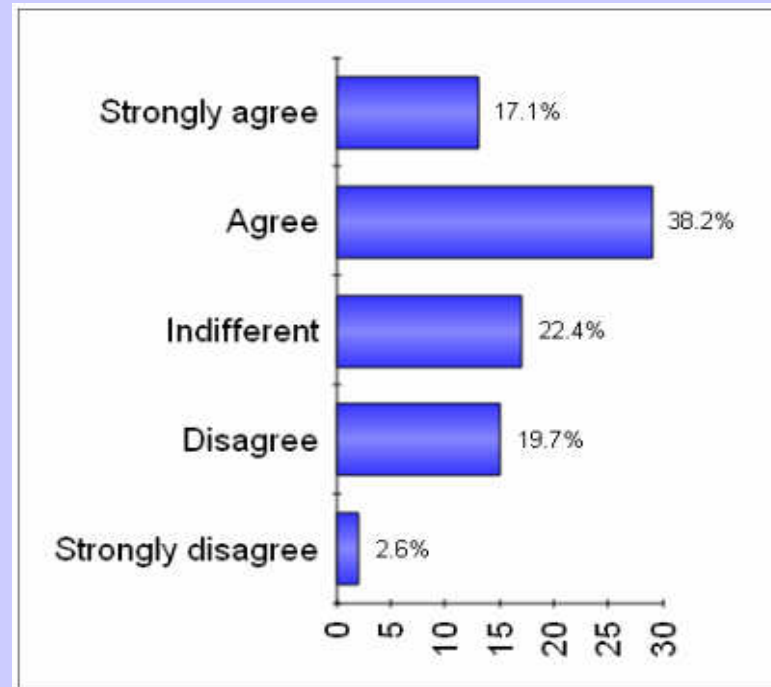
# Information overload

The induction pack was brilliant because everything was in it



# Week 1 information

I was just bewildered by  
all the information





# Socialisation

“I think a social event could be a good way... .. It might be a good ice breaker” – R3

“We had one a couple of weeks in but that should be earlier in the first week” – R2

“It would have been better to meet the personally tutor on the first day – we could have all just talked and got to know each other” – R5

“I’m still meeting new people (staff) now” – R1



# Socialisation

**ES1:** It was good for getting to know each other because I had a few cups of tea, met some of the staff and then we all left together to go down to the Fresher's fair ... we did get to know each other quite well around the table.

**ES5:** I actually ended up sitting with some other access students and of course they were a bit older and had done an access course so there was a lot in common in comparison.



## Small group work v's lectures

“Small groups are important” – R3

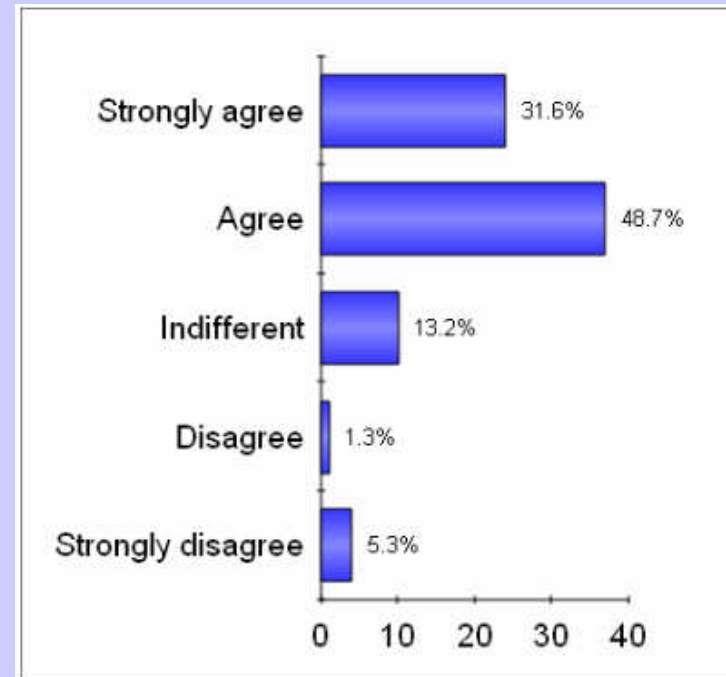
“I think just getting to know the place is important, not someone talking to you about there is a map there – I like the idea of tasks and getting into you groups early” – R1

“I think a lot of the lectures could be just put on paper... .. it is just a lot of people together”. – R4



# Small group work v's lectures

The small group sessions were a good way of getting to know people



## Contact with level 2 & 3 students

“A big thing that is completely missing is interacting with the second and third years. If you could have the name of someone that you could go to that would be really helpful” – R4

“What happened to that buddy system? It sounded great but nothing ever happened” – R5

