Retention and Progression Checklist (dimensions drawn from the HEFCE ‘What Works’ Project recommendations)

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| **Dimension** | **We do this well by . . .** | **We do this a bit** | **We don’t do this** | **Action planned / support required** |
| **Induction: Through induction we**  |
| Nurture a culture of academic belonging |  |  |  |  |
| Nurture a culture of social belonging |  |  |  |  |
| Develop a professional/aspirational ethos |  |  |  |  |
| Set clear expectations of professional responsibility to study, peers and staff |  |  |  |  |
| Get students started with their chosen subject |  |  |  |  |
| Provide students with a ‘road map’ which explains how they will progress through the whole course |  |  |  |  |
| We also . . . |
| **Personal Support: We** |
| Have a structured and proactive personal tutor scheme that is valued by staff and students |  |  |  |  |
| Ensure each student has a named personal tutor |  |  |  |  |
| Use a mix of group and 1:1 meetings |  |  |  |  |
| Build personal tutorials into student and staff timetables |  |  |  |  |
| Understand each student’s profile and support needed – qualifications, demography, caring responsibilities etc |  |  |  |  |
| Actively encourage personal development planning |  |  |  |  |
| Use formative and summative assessment feedback to guide professional discussions |  |  |  |  |
| We also . . . |

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| **Academic Skills: We** |
| Take active steps to understand the subject and broader academic experience of incoming students in their L3 curriculum, esp. Btecs |  |  |  |  |
| Have a structured programme whereby academic skills are integrated into level 3/4 units, preparing students to take control of their further development at L5 and above |  |  |  |  |
| Know where to signpost students to for additional support(FSSO, Writing project, LDS, etc) |  |  |  |  |
| Use a differentiated and inclusive approach (planned into the design and delivery of the course) that takes account of students’ entry qualifications and subject specific experience |  |  |  |  |
| Provide students with guides to the role of formative assessment and all forms assessment used in the course |  |  |  |  |
| We also . . . |
| **Engagement: We** |
| Provide interactive face to face classes and monitor engagement  |  |  |  |  |
| Monitor attendance on taught sessions |  |  |  |  |
| Monitor engagement with personal tutorials |  |  |  |  |
| Encourage a sense of belonging through an academic society |  |  |  |  |
| Encourage a sense of belonging through extra-curricular activities |  |  |  |  |
| Use a code of conduct to develop professional behaviours |  |  |  |  |
| Use a schedule of regular, consistent formative assessment across all units to promote engagement and build confidence |  |  |  |  |
| Have a clear communication strategy to promote engagement at critical times – after 3 weeks, Christmas, 1st assessment, exams etc |  |  |  |  |
| Consistently and regularly follow-up on non-engagement |  |  |  |  |
| Use peer mentors to promote belonging |  |  |  |  |

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| Involve alumni to inspire our students |  |  |  |  |
| Communicate ways in which students can give us feedback on their experiences (and how we will respond) |  |  |  |  |
| We also . . . |
| **Teaching and Learning: We** |
| Plan, design and deliver teaching to reflect the principles of the SLTA: |  |  |  |  |
| Ensure the programme of teaching and learning is academically rigorous |  |  |  |  |
| Actively review units to ensure teaching is interactive |  |  |  |  |
| Ensure the course is inclusive and accessible and use differentiated activities to support and stretch mixed ability student cohorts |  |  |  |  |
| Ensure every teaching session adds specific value in addition toresources added into Moodle |  |  |  |  |
| Encourage good practice through peer support for teaching |  |  |  |  |
| Use peer assisted learning to support units |  |  |  |  |
| We also . . . |
| **Assessment: We** |
| Ensure there are different ways in which learning is assessed through the course and relate assessment clearly to unit learning outcomes  |  |  |  |  |
| Have a clear formative assessment strategy |  |  |  |  |
| Ensure there is formative assessment throughout the year |  |  |  |  |
| Ensure formative assessment support skills development related to summative assessment |  |  |  |  |
| Have a clearly defined and structured summer support programme for students with referrals |  |  |  |  |
| Ensure feedback is developmental and relates to unit learning outcomes |  |  |  |  |
| We also . . . |