

# Addressing learning gaps at the University of Greenwich

Using coaching techniques to provide individualised and adaptive support

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# Ethnicity targets

- Improve attainment i.e. students gaining good degree outcome of 2:1 or above
- Improve progression into employment
  - Eliminate gaps by 2030
  - Reduce gaps by 2024-25

University of Greenwich APP plan  
2020-21 to 2024-25

# What are we doing to achieve our aims?

- Enhancing our culture of inclusive teaching and learning
- Enhancing our supportive learning environment
- Developing graduates' employability and networking skills
- Further enhancing our approach to access

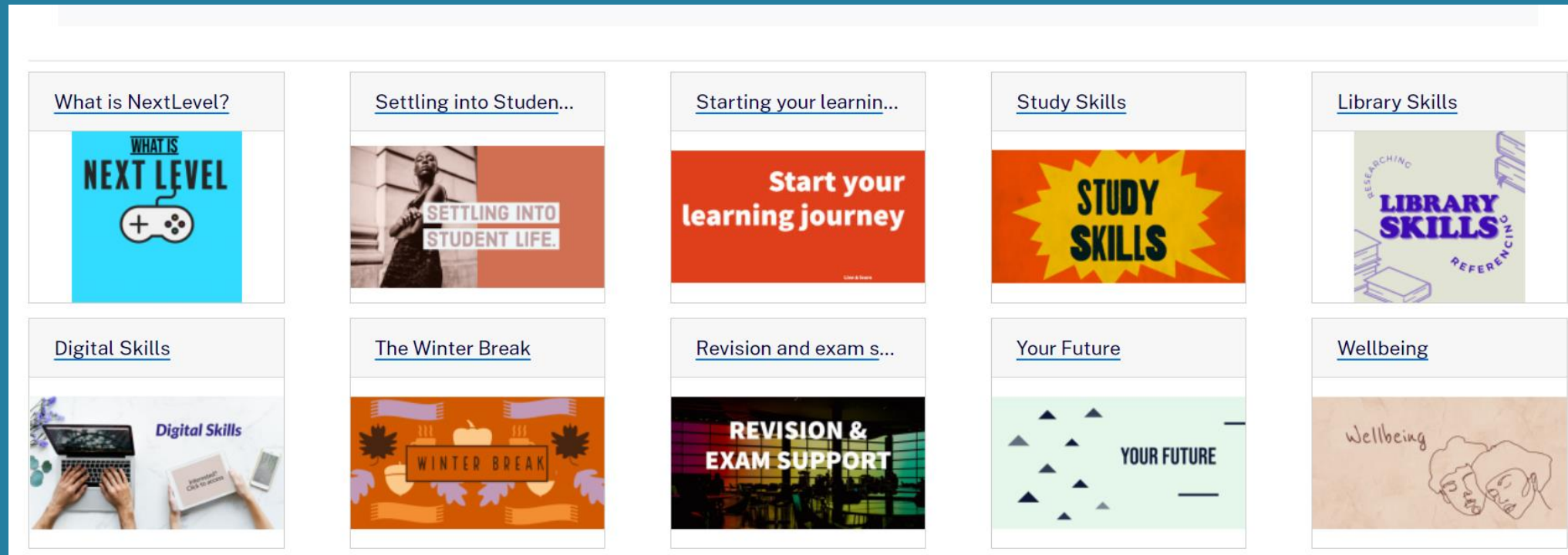
University of Greenwich APP plan  
2020-21 to 2024-25

# Enhancing our supportive learning environment

- Transition to university skills through NextLevel
- Studiosity writing feedback

University of Greenwich APP plan  
2020-21 to 2024-25

# NextLevel



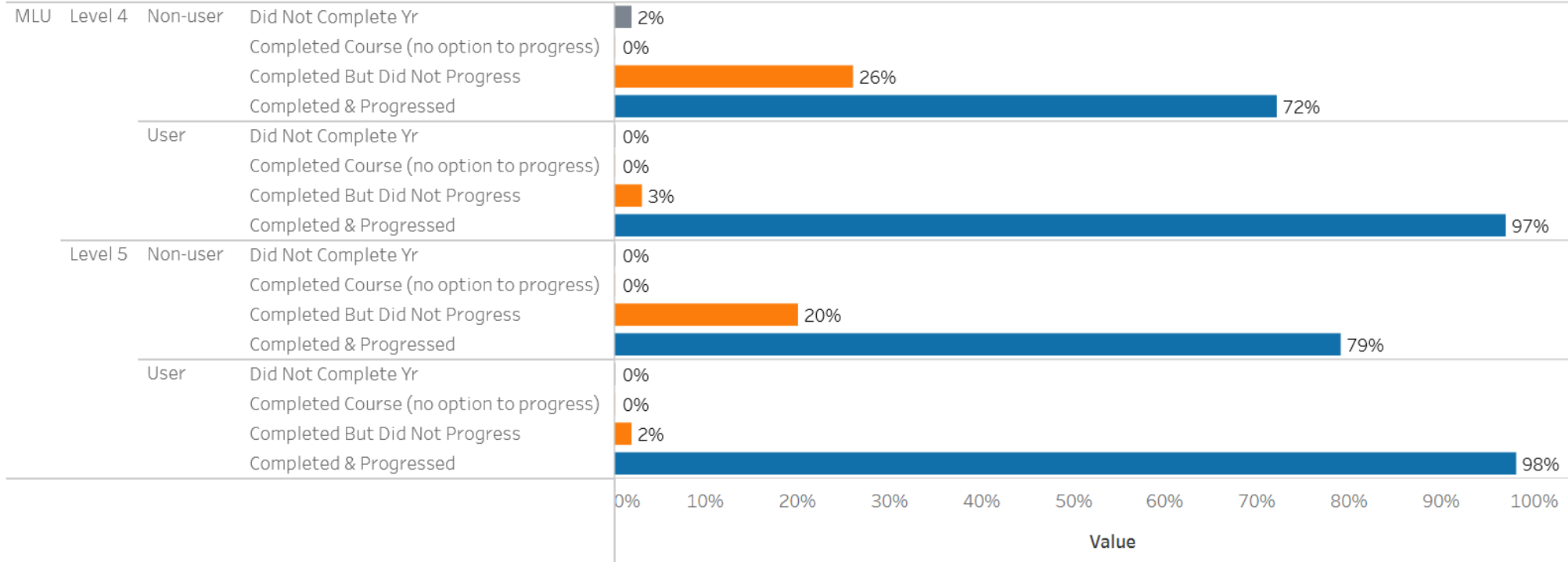
University transition skills for new students

# Studiosity research project

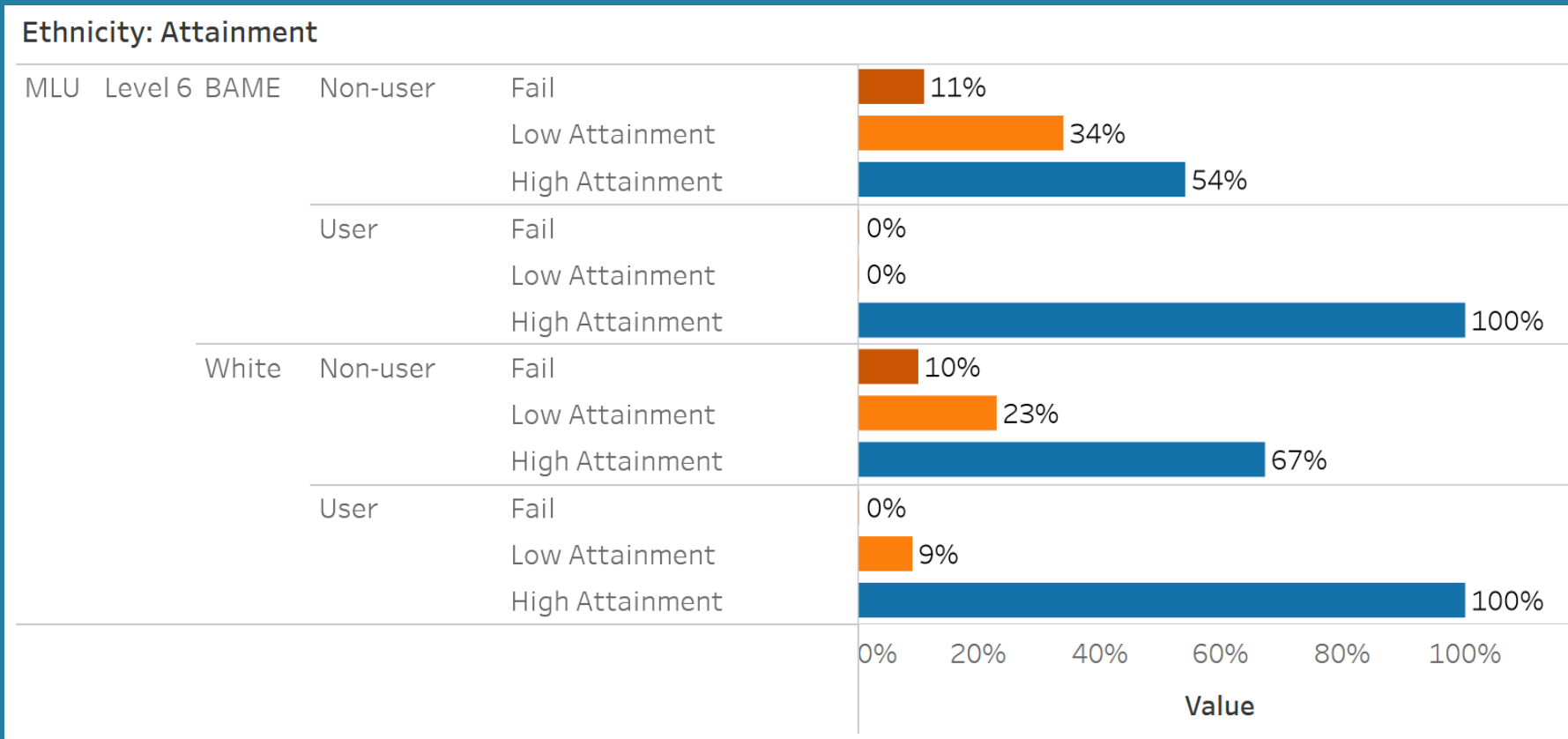
Studiosity users studying at levels 4 and 5 are more likely to complete their course, progress to the next year and achieve high attainment than non-users.

# Completion and progression

## Overall Completion & Progression



# Ethnicity attainment



# Closing the ethnicity gap

Students from minority ethnic groups, international students and students from IMDQ1&2 **under-use the service, but the gains are potentially significant**

Focus is on

- Increasing the take up by students from these groups,
- Taking steps to undertake further analysis to examine the impact on continuation and awarding gaps.

# Changing the culture of academic support

Students should have more autonomy in their academic progression

A change in the approach to supporting students:

Moving from prescriptive support to facilitating independence through coaching and mentoring.

# How are we working on this?

Referrals from academic staff and self-referrals

- Using content from NextLevel transition skills course
- Studiosity writing feedback
- Hop-on, hop-off approach

# The Project so far



- Low attendance
- Good engagement
- Focus in on 1-2-1 sessions
- Individual learning plan

# Nurture Project feedback



- Students felt heard, supported and said they liked that they had someone else to turn to for advice and guidance as well as their personal tutor.
- Could see the benefit of having regular check-ins
- Liked the flexibility of support
- Committed to developing in their studies

# Scaling up the project

Learn from the pilot, share reports

Replicate the successes

Off the shelf resources personalised to students and tutors

Dovetail into mainstream activities

Learn from others – University of Sunderland

# Discuss

Please use your smartphones to participate



# Thank you

## References

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