

2012 UNIVERSITY ANNUAL LEARNING & TEACHING CONFERENCE

2012 & Beyond

Theme: the Hull Graduate

13:05 – 13:25

Developing a transferable framework for programme embedded specialist study skills

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Abstract:

With the widening diversity of the student body, and the recent focus of the University to place students at its heart (UoH Strategic plan 2011-2015, p30), it can be argued that the traditional concept of how to enhance the student experience should be addressed. As a healthcare discipline we have noted the benefits responding to the needs of students coming from a variety of educational backgrounds, for example, students with additional needs such as disabilities, and returners to education. It had been noted that Sport Rehabilitation students often struggled to successfully transfer knowledge and skills to HE. Therefore, this project was undertaken collaboratively by the Faculty of Science and Disability Services, following an initial study undertaken by Disability Services and the Faculty of Health and Social Care. The aim was to develop the study skills of students using an embedded, inclusive, and programme specific approach. It was hoped that the skills acquired would empower lifelong learning as part of continuing professional development.

The project used a mixed design incorporating quantitative and qualitative elements. To inform the methodology threshold concepts were identified with input from teaching staff, and current students. This approach helped to ensure that the student remained a key driver for the management of their own learning (UoH Strategic plan 2011-2015, p25). Two cohorts of Sport Rehabilitation undergraduates acted as the participants to inform and feedback on a series of timetabled study skills workshops. The following variables were also considered: learning preferences, SpLD, conversion rate, academic achievement at level 4 and academic background. The main data collection methods were questionnaires and focus groups using a trained facilitator to encourage student engagement.

The presentation of project results will explain the successes and challenges as well as insight into the feedback students gave regarding their experiences and the need to ensure flexibility of the model whilst maintaining core study skills. To facilitate discussion and debate areas covered will include: competing interpretations of collaborative practice, issues surrounding sustainability, altering attitudes

and assumptions, levels of engagement and University wide acceptance of alternative measures of success such as student experience and skills for life.