

Title: Articulating a pedagogy for transition and early intervention – insights from Bolton Business School

Abstract: This paper will showcase current research on engagement and early intervention at the Bolton Business School and offer insights into how data is being used to articulate a transition pedagogy (Kift, 2005) which has been designed to improve the student journey and the learning experience. In particular, it will showcase how specific interventions, based on recent research, are being designed and built to help students navigate and transition through their first year, track their progress and access appropriate tutor-led support. It will share data and analysis from ongoing research conducted within Bolton Business School, which has been designed to support the implementation of the Student Experience & Learning, Teaching & Assessment Strategies. Quantitative and qualitative data collected from the project is being used to inform strategic and operational planning, to make improvements to the academic and social fabric of the School and improve student-tutor relationship through enhanced dialogue. The paper will showcase how we have used the ICE Model (Becker & Maiman, 1975) to work in partnership with students and guide their reflection on their transition into higher education. The project is designed to improve 'student onboarding', addressing academic & social integration issues, engagement levels, and enabling identification of student-centred early intervention. The paper will also consider how interventions are being used to embed a culture of FYE for all stakeholders, focussing in particular on a new and innovative model of personal and enhanced personal tutoring, enabling students as partners and co-creators. It will also consider how multiple interventions and ongoing dialogue is used to construct a learning environment that facilitates transition into HE and empowers students to succeed. Details of how the model is being used to influence practice across the rest of the institution will also be shared.

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