



In at the deep end: sink, swim or walk on
water?

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Background

- New university in SW London
- Approximately 8000 students in total
- 4 academic Schools
- Fairly wide range of disciplines taught
- Diverse student body
- Number of Visiting Lecturers (VLs)



What we wanted to do

- To listen to the student voice to discover what it is that lecturers do that really helps students with their learning ... student satisfaction in mind!
- To find out whether having Programmes largely staffed by VLs makes a difference
- To look at issues confronting VLs.



And what might we actually do?



- To provide practical, informed recommendations for implementation in the University's planned MIPA Scheme
- To provide a resource pack for VLs

Why we wanted to do it: Context 2009-10

- Teaching allocation is slightly down, reduction in TQEF and student numbers capped. Therefore **retention** is key.
- **Benchmarked First Year Non-Continuation Rates 2003/4 – 2005/6 (KPI Report 2008)**

	2003/4	2004/5	2005/6
Roehampton	18.41%	17.79%	16.70%
London P92	18.69%	16.75%	15.83%
UK	12.35%	11.54%	12.26%

Methodology

- Focus groups - student representatives.
- Focus groups – VLs.
- Appreciative Inquiry
- Semi-structured interviews



Issues for student focus groups

- Main issues:
 - Finding enough students willing to take part because of time commitments;
 - Ensuring that the focus groups do not turn into fora for complaining about courses;
 - To ensure that we do not give the impression that being taught by VLS may lead to an impoverished university experience



Issues for VL focus groups

- Main issues:
 - Having to ask VLs to come in at times when they are not paid;
 - Encouraging them to focus on learning and teaching issues rather than the practicalities which are problematic for VLs;
 - Teasing out general issues rather than Programme-specific ones.

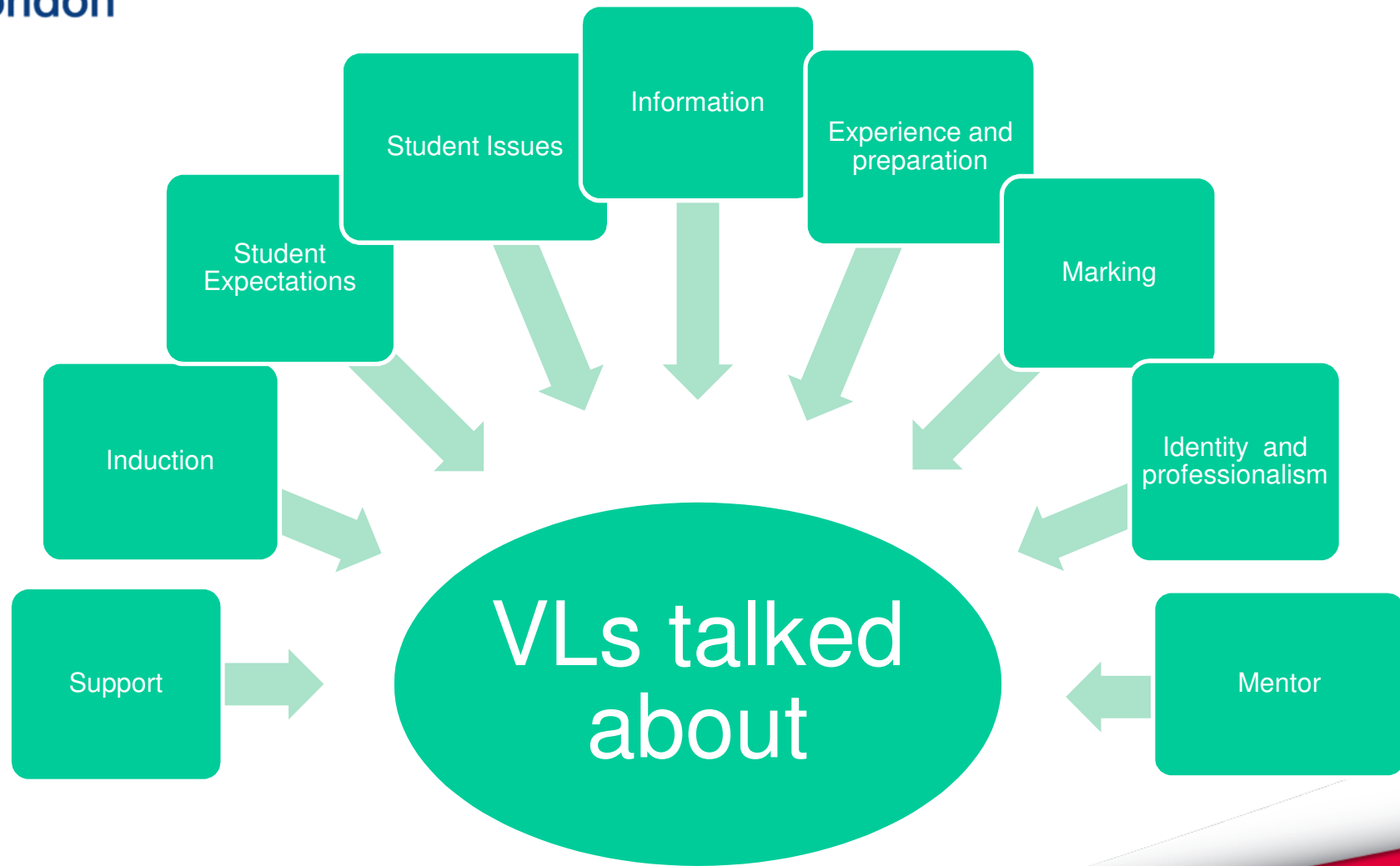


Data

- Currently analysing our data.
- Qualitative information
- Quantitative to follow too



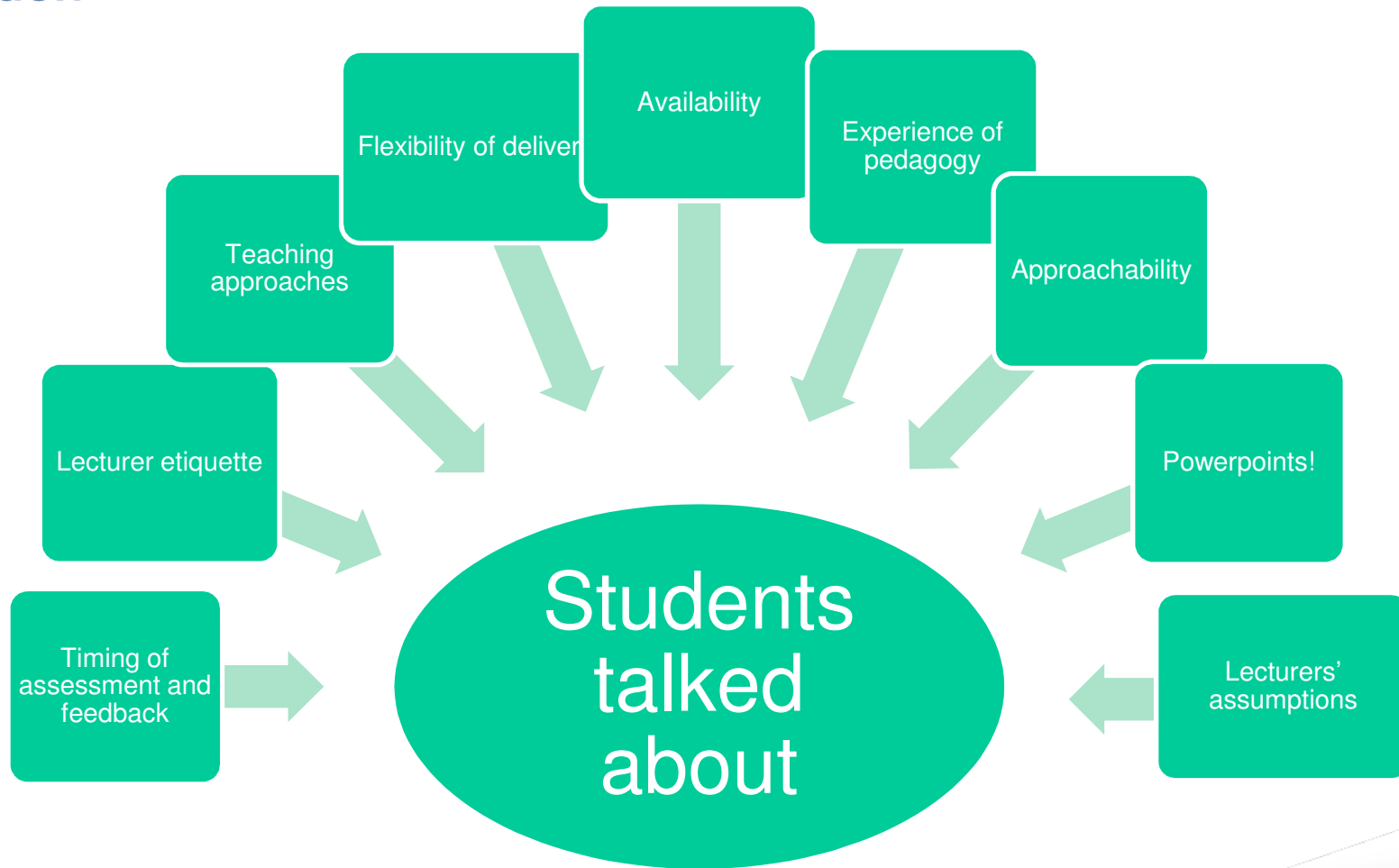
Findings from VLs



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Students said



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Discussion:

- In what ways does your institution actively seek to discover the scale of positive student experiences in learning and teaching?
- What support mechanisms for 'arms length' staff have worked in your institution?