

A man wearing a blue dress shirt, a yellow and grey striped tie, and a brown tweed flat cap is looking down at a document. He is pointing at a line on the paper with his right index finger. A pair of dark sunglasses is on the table in front of him. The background is blurred, showing a red chair and other people. Large white quotation marks are overlaid on the image.

# Supporting Student Success

2021-22

BLOOMSBURY  
INSTITUTE  
LONDON



In 2021-22 we will implement the following initiatives to further enhance our services and support for our students:

## Enhanced admissions screening

We will implement further changes to our admissions testing to explore Foundation Year candidates' motivations and commitment to HE studies.

We will consider the use of a wider range of assessment tasks (e.g. mini-teach activities, role plays, tests to evaluate prioritising and processing of information, psychometric tests) which would allow us to gain insight into how the applicants approach challenging tasks, assimilate and process information, and then relate findings in clear and succinct English.

## Pre-sessional English language courses

We will deliver free short English language courses for applicants who achieve borderline results in our admission tests. These courses will not only help students develop language skills but will 'test' their commitment and expectations as well.

## Pre-entry course

We will pilot a short pre-entry course that will be offered to all 4-year degree applicants without a Level 3 qualification. We will evaluate levels of engagement and continuation for those who undertake the pre-entry course compared to those who do not, to include a consideration of any trends for students with specific underrepresented or disadvantaged characteristics. This evaluation will inform whether the pre-entry course should be incorporated as a compulsory component within our admissions process.

## Transition to HE course

We will deliver a one-week pre-entry course for our Foundation Year starters on transitioning to HE study that will cover the following:

- ✓ overview of higher education, who we are, and our course structure
- ✓ overview of delivery method, with one module 'journey' as an example
- ✓ students' needs, perceptions and expectations
- ✓ overview of support provided through our Professional Services
- ✓ the learning process
- ✓ assessment
- ✓ practical matters e.g. classroom/ higher education etiquette; contacting staff; time, stress and motivation management

For students who are unable to attend the course face-to-face, there will be a fully online and 'assessed' delivery.





## English for Academic Purposes module

We will introduce an additional Foundation Year module focused on developing students' academic English and study skills. This module will be first delivered to students on an opt-in basis in Term 1.

## Enhanced attendance monitoring and engagement interventions system

We will implement an enhanced communication/reminder strategy to reach disengaging students. Our interventions will be more targeted, systematic, and utilise more creative and innovative solutions designed specifically for the needs of our students. For example, new initiatives would involve marketing campaign-type activities, and targeted phone/email/face-to-face interventions that will be designed for specific groups of students and conducted at specific points in time during the academic year.



## Mentoring scheme for Foundation Year students

In 2018-19, our Foundation Year Team embedded and encouraged peer learning in and outside of the classroom across the modules. Informal feedback from student representatives indicated that a number of students set up and maintained study groups throughout the year, primarily through WhatsApp. Students reported that these were used for a number of reasons, e.g. to remind each other of deadlines, clarify their understanding of information

about assessments or topics covered in lectures, and work together on group projects, and that this had a positive effect on student engagement and grades. Going forward, our Foundation Year Team will continue to promote peer learning in and outside of the classroom and aim to facilitate this student collaboration by encouraging former Foundation Year students to act as mentors.

## Personal Academic Tutoring

We will introduce a 'proactive' Personal Academic Tutoring scheme tailored for Foundation Year students particularly at risk of disengaging. In collaboration with students, we will develop individual learning/engagement/time management plans and will support students in the completion of these plans.

## Foundation Year Graduates

In 2018-19, we gained Advance HE accreditation for our Continuing Professional Development scheme, In-Bloom. In-Bloom provides a structured approach to the development, recognition and reward of our staff who teach and/or support learning and enables staff to gain professional recognition for their successful professional practice. In-Bloom is accredited as meeting two of the four requirements of the UKPSF. This means that successful participants on In-Bloom will be eligible for either Associate Fellowship or Fellowship.

Within our In-Bloom scheme, we designed a pathway for Graduate Teaching Assistants (GTAs) with the aim of employing our former Foundation Year students who have graduated to teach on Foundation Year and, in essence, act as 'role models' for our students. Many of our Foundation Year starters may lack social capital and may struggle to 'visualise' the end of their HE journey. Seeing successful former Foundation Year students, people 'just like them', may inspire and further motivate our Foundation Year students.

## Widening Participation Forum

In 2019-20, we launched a Widening Participation Forum with the aim of encouraging staff to undertake active research into various areas related to delivering HE to 'widening participation' students.

## Timetables

We will aim to implement more flexible timetabling solutions, e.g. allowing students to choose their timetables at the (re-)enrolment stage.

## Further review of module specifications and teaching and learning resources

We will continue to review and update our module specifications and teaching and learning resources to employ the most effective, inclusive and engaging teaching approaches, learning technology solutions and further enhance employability skills development.

We pride ourselves on our uniquely supportive environment. We continually review our support mechanisms to enable students to transform, learn and grow throughout their journey with us.

For further information, please read our **Access and Participation Plan**.



**Bloomsbury Institute**

7 Bedford Square

London

WC1B 3RA

[bil.ac.uk](http://bil.ac.uk)

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