

**A Student Journey**

Adapted from Baume, D., 2010. How can we do more with less? 'Ideal University'. *Educational Developments*, [online] 11(4), pp.8-10. Available at: <<https://www.seda.ac.uk/past-issues/11.4>> [Accessed 25 June 2020].

This suggests the main features of a student's journey through an educational institution.

The original version was written primarily for face-to-face institutions. Interestingly, the move online makes very little difference.

For you and your institution:

1. Do any of the goals and steps below need to be deleted or changed?
2. Do any new goals and steps need to be added?
3. How will you achieve each of the goals, undertake each of the steps, or an adapted version of it, for the current and future academic years?

David Baume

CDE Fellow

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|          | <b>Step</b>  | <b>Goals</b>  | <b>Changes needed for (a) current and (b) future academic years</b> |
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| <b>1</b> | <b>Discovery (by the student of the programme and institution)</b> | Most or all potential students are reached by accurate and appropriate information.<br>This information communicates to each potential student what the institution wants to communicate to them.<br>The information tells the student at least some of what they want and need to know, leading in some cases to...  |   |
| <b>2</b> | <b>Enquiry and advice</b>  | ... students making any necessary further enquiries or requests for information, advice and guidance.<br>These enquiries or requests receive swift, accurate, clear and helpful responses. On the basis of these responses, the student makes a well-informed and personally, academically and professionally appropriate decision whether or not to apply for a place. |   |

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| 3 | <b>Application, response and admission decisions</b> | <p>The student makes their application, a process which is necessarily somewhat time-consuming but does not cause them difficulty or confusion. Support is available.</p> <p>Students receive a response to their application within the promised schedule. If they are not offered a place, they receive advice on why their application was unsuccessful, and on their options. They find this advice helpful.</p> <p>If they are offered a place...</p>   |  |
| 4 | <b>Enrolment and induction</b>                       | <p>...they enrol successfully and smoothly onto the programme.</p> <p>Students receive any appropriate study materials and information, and access to online resources and services, on registration.</p> <p>Students feel to be members of the institution.</p>   |  |
| 5 | <b>Study</b>   | <p>All of the elements listed below meet the emerging needs of students, and the standards of the institution and of the discipline or profession for which the students are preparing:</p> <ul style="list-style-type: none"> <li>• Students' study schedule;</li> <li>• The structure, aims and intended learning outcomes of the programme</li> <li>• The on-line and other learning activities which they undertake and questions that they answer, both alone and as a member of a face-to-face and / or on-line learning community;</li> <li>• The reading that they do;</li> <li>• The learning resources available to them; and</li> <li>• The ways in which they prepare for assessment;</li> </ul> <p>Students feel, accurately, that they are part of a supportive social and academic network of fellow students, teachers and other professionals, and that they are developing both personally and professionally in desired ways.</p> <p>Students undertake study that is set for or negotiated with them to the best of their abilities.</p> <p>Students adopt good academic practices, and do not commit academic misconduct.</p> |  |

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| 6 | <b>Information and support</b> | <p>At all times, students are correctly confident that they:</p> <ul style="list-style-type: none"> <li>• Have complete, accurate and up-to-date information from the institution about everything that the institution should provide for their studies.</li> <li>• Receive prompt, accurate and helpful response to any queries they may have relating to their studies, whether these queries are concerned with academic, library, administrative, pastoral, technical matters or of any other kind.</li> </ul>  |  |
| 7 | <b>Feedback</b>                | <p>Students submit work for feedback according to the schedule provided or negotiated. With each piece of work that they submit, they include their own critique of the work.</p> <p>They receive feedback on their work within the specified schedule, from tutor and from peers. They find that the feedback:</p> <ul style="list-style-type: none"> <li>• Confirms what they are doing well;</li> <li>• Is constructively critical of areas in which they have done less well; and</li> <li>• Makes helpful suggestions, about the content of the work which they submitted for feedback and more generally about their approach to studying, research, writing, referencing and other important features of their work.</li> </ul> <p>The students use this feedback to guide their future studies, further assignments, and their preparation for and performance in summative assessments.</p> |  |

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| 8 | <b>Assessment</b>                     | <p>Student can give a clear and accurate account of what is expected of them at assessment.</p> <p>Students accurately follow the assessment rubric, for example in the case of examinations with respect to the choice of questions, number of questions from each section to be answered, &amp; etc.</p> <p>Students find that the assessment tasks are challenging and fair.</p> <p>Students, within their abilities, answer the question or address the requirements of the assignment, and achieve at least a pass.</p> <p>The questions or assignments:</p> <ul style="list-style-type: none"> <li>• Allow more able students to demonstrate their high levels of academic and / or professional knowledge and ability.</li> <li>• Allow less able students to give convincing and accurate accounts and demonstrations of the knowledge that they have gained and of the academic and / or professional capabilities that they have developed.</li> </ul> <p>Because of the quality and quantity of feedback that students have received during their studies, few if any students are much surprised by the results they achieve in summative assessment.</p> <p>Inter-assessor agreement on marks awarded increases steadily year on year, until some high feasible level of agreement is reached.</p> <p>Results are published to students in an easily understood form and according to the assessment schedule.</p> <p>Students who have passed feel proud of their achievement.</p> |  |
| 9 | <b>Re-assessment and re-enrolment</b> | <p>Students who have not passed, or not achieved high enough marks to enable them to study next year what they wish to study, are offered prompt and helpful advice on their options, and perhaps the opportunity to be reassessed.</p> <p>Students experience the re-enrolment process as prompt, efficient and painless.</p>   |  |

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| <b>10</b> | <b>Graduation</b>  | <p>Each student who wants to do so attends some form of graduation ceremony, accompanied by at least some of the people by whom they wish to be accompanied.</p> <p>At this ceremony:</p> <ul style="list-style-type: none"> <li>• They feel that their achievements are appropriately celebrated;</li> <li>• They confirm their network of fellow students; and</li> <li>• Their enthusiasm for and their commitment to the institution is strengthened.</li> </ul>   |  |
| <b>11</b> | <b>Alumni-hood</b> | <p>To the extent that they wish, students:</p> <ul style="list-style-type: none"> <li>• Associate with some of their former fellow students;</li> <li>• Take an active interest in the development of the institution;</li> <li>• Receive news from the institution that matches their current and evolving interests;</li> <li>• At least start their enquiries about any possible future study by seeing what their institution offers;</li> <li>• Recommend the institution to anyone they may meet who is contemplating study; and</li> <li>• Perhaps undertake some form of institution-recognized mentoring with any friends or colleagues who in future study with the institution.</li> </ul> <p>If they grow to be rich and / or influential, they use some of their wealth and influence to the benefit of the University, and perhaps make a legacy or endowment.</p> |  |