Enhancing Student Support (ESS)

Senior Tutor Network
Away Day

Brainstorm:
‘What else do we need to do if we are to deliver a world class student experience?’

- Be clear about the student role as a ‘learner’. (14)
- Value teaching/teaching staff more. (13)
- Improve communication between staff and students as to each group’s expectations and aspirations regarding teaching in order to make student participation in their learning realistic. (13)
- Use space to build community: flexibility of space/room provision; gathering spaces for students (especially 1st and 2nd years). (11)
- Support the transition from school to university. (8)
- Physical space, technologies, lines of communication required to heighten interactive teaching. (7)
- Reduce admin. (7)
- Enable (and encourage) staff to be more accessible to students and have a more personalised understanding of students’ ongoing work. (6)
- Be curious about doing things differently. (4)
- Increase core teaching time and strip away some of the ‘extras’. (4)
- Teaching is interesting! (4)
- Tell a positive story: build on and publicise the great things we do. (3)
- More flexibility in assessment practice (e.g. timing and methods). (3)
- Recruit inspirational teachers as leaders and role models (i.e. as a priority and not second to research). (3)
- Reduce staff/student teaching ratios. (2)
- Increase the consistency and quality of support across the Personal Tutor system. (2)
- Provide more information to students in advance to ensure informed entry to individual courses. (2)
- Regular small reading group tutorials – either with PTs or following a peer assisted learning model. (1)
• Set realistic norms for teaching time. (1)

• Investigate how we could ‘measure’ good teaching? (1)

• Wednesday morning – enable students to go and do credit bearing courses anywhere in the University. (1)

• Seize the benefits of technology – use to meet targets and deliver improvements. (1)

• Teaching staff should keep on top of their subject in a dynamic way. (1)

• Empower staff (via workload models and staff development opportunities) to have the confidence to be innovative and develop interesting courses.

• Find the right balance between treating students as individuals but also fairly.

• Choice of course: student motivated/self-created courses.

• Ensure IT support systems minimise administrative overheads of providing information.

Please note: the bracketed numbers indicate the number of attendees in agreement with each suggestion (from other attendees) on the day.