



Student Induction and Transition: Reciprocal Journeys

Subscriber Research Series 2015–16

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Subscriber Research Series 2015-16

In 2014-15, following a call for expressions of interest open to its subscribers, QAA commissioned six small-scale primary research projects intended to encourage collaboration between providers and promote the formation of communities of practice.

This report is one of three on the topic of the transition experiences of entrants to higher education from increasingly diverse prior educational experiences. It was submitted to QAA by Manchester Metropolitan University, and written by Dr Alicia Prowse.

The reports are not QAA documents, so we have respected the authors' approach in terms of style and presentation. We hope that you will read them with interest.

Other topics in the series are: the role of student satisfaction data in quality assurance and enhancement; and an impact study of the guidance documents for higher education providers published by QAA in 2013.

For more information, and to read other reports in the series, visit www.qaa.ac.uk/improving-higher-education/research

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1 Background and context

Many projects that have student transition as their focus actually seek to address the 'problem' of retention of students. The outcomes of these kinds of projects tend to suggest ways in which universities can increase the attractiveness of their provision when students arrive, often problematising the student experience as one of fear, isolation and discomfiting change (Thomas, 2013).

As students move from one educational environment to another, each with its own culture, pressures, learning and teaching practices and overall purpose, they bring with them a variety of expectations. They will also encounter a variety of university staff, each with their own different expectations of new students.

In this project we viewed student transition through a positive lens, aiming to create a space for both staff at university, and students at college, to better understand their experience of the learning and teaching that they encounter in their respective environments. We aimed to address the situation where induction into higher education (HE) can be so focused on the HE context, that it can largely ignore students' prior experiences of learning.

This work was conducted at Manchester Metropolitan University (MMU), which, together with the University of Manchester, provides a base in the Oxford Road corridor for over 60,000 students to enjoy a vibrant student culture.

MMU's reputation as an institution that provides high quality learning opportunities for students from a wide range of backgrounds is well established both in the north west region of the UK, and more widely. Just over 16% of the University's enrolments is of students from 20% lowest participation neighbourhoods (HESA 2015) a figure that has shown a significant increase in recent years. The percentage of our undergraduate first degree students (home, full-time, or sandwich) from the 40% lowest participation neighbourhoods in 2012-13 was 35% and in 2014-15 was 37% (based on POLAR 2 data set). The University offers around 1,000 courses to more than 37,000 students and includes many courses with part-time and sandwich modes of study (MMU, 2015).

This project was funded by the Quality Assurance Agency for Higher Education (QAA) in the call focusing on how the transition to higher education supports the increasing diversity of students' prior educational experience. The call required that projects explore the issues and identify good practice. The work we carried out was aimed at staff development for student transitions at university so that exploration of the issues was the key focus. One of the main outcomes was a film to be used for the purposes of staff development which we hope could become a vehicle for the development of good practice.

We are grateful to QAA for providing us with an opportunity to fund the production of a film of the exchange, created as a tool for staff development. The project has also created a template for interaction with a college, and considerable interest among staff, and this work will have duration and impact beyond the originally envisaged scope.

1.1 Project aim and objectives

To explore staff and student approaches and perceptions of the learning and teaching aspects of the transition process of students into higher education.

1.2 Key research questions

This was an exploratory research project that aimed to address two main areas:

- What can staff learn from a situated study of the prior educational experience of students? (Phase 1)
- What are students' perceptions of the learning and teaching practices in the college and higher education environments? (Phase 2)

This funding has enabled:

- The production of a staff development film that highlights staff reflections on student transitions.
- A visit of 10 students from the college to observe how learning and teaching happens and to reflect on this process.
- The instigation and firm establishment of a learning and teaching link between a sixth form college and MMU.
- A template for ongoing work to be transferred to other contexts.

2 Methods

2.1 Phase 1

Initially, contact was made with staff at one of our feeder colleges, Xaverian, a Roman Catholic Sixth Form College in Rusholme, Greater Manchester. Xaverian College has an enrolment of some 2,000 students and reports 86% of its students progressing to university, with one third of these successfully applying to Russell group institutions. In 2015 there was a 100% pass rate at Level 3 in the 65 courses offered (Data from the Xaverian College, 2015).

Efforts to involve other colleges were not successful at this time perhaps due to the timescale of the project. This timescale meant that our visit to the college coincided with their busy assessment/exam period, but Xaverian college were very accommodating and keen to be involved. It was also evident that arranging for students to come up to MMU (Phase 2) would need to happen in the Autumn term, as classes were just finishing at MMU. This therefore necessitated an extension to the original project timescale.

Nine MMU staff (self-selecting following posting about the project on the University's all staff communications hub) agreed to take part in the project and visited the Xaverian College (the College) on 24 April 2015 and received pre and post-interviews (interview schedules for these are in Appendix 1).

Prior to this visit, project staff went to the College to interview eight Xaverian students to film their reflections on their learning and teaching experiences there and to gain insight into their thoughts about learning and teaching at university. The College staff liaison representative selected these students.

All interviews with both staff and students were transcribed and loaded into NVivo 11 for initial coding. This process resulted in emergent codes that were refined to produce a coding framework, which was then used to code the data more formally and to identify emergent themes.

Extracts were selected to produce a film for the purpose of staff development. The film begins with staff expectations of the visit to Xaverian College, then provides student viewpoints on what they think about how they learn in college compared with how they think they will learn at university. Finally, staff reflect on what they observed in the college environment and what it has made them think about as they plan Level 4 courses.

This film has been shown to two groups of staff at MMU during autumn term 2015 and has received good feedback and a high level of interest. One staff development session was planned around the film to allow time for analysis and discussion of the emerging themes.

2.2 Phase 2

The second phase involved MMU staff who had visited the College. They were asked to host two Xaverian student visitors in a class during one week in November 2015. The College's liaison staff member invited students to participate by email and also selected students for the visit. Vouchers were offered as payment for the morning or afternoon visit that the ten students (five pairs) attended. Nearly all students were involved in visiting classes in subjects they were studying or intended to study. Subjects offered were: Law; English; Information and Communications; Primary Education; and Maths for Chemistry.

Each visit comprised a short briefing to: explain the project; explain the task of observing learning and teaching methods, (rather than focusing on the content); and to give students the opportunity to read the project information sheets and read and sign consent forms. Students were then escorted to and from classes, which varied in length from 50 minutes to three hours. Afterwards, students were provided with refreshments and individually or in pairs (as they chose) were filmed as they were interviewed about what they had observed.

Again, all interviews were transcribed and coded as described previously.

2.3 Ethical considerations

Ethical practice was essential in dealing with: students' possible ongoing applications to the University; representation of the views of students and staff; and staff and students' personal concerns. We therefore followed the University's ethical procedure to carefully consider this and to prepare information sheets, and consent forms as appropriate (Appendix 1).

In addition, we undertook to provide participants with an opportunity to view the video clips we used for the film before this was made public, both to ensure the accuracy and validity of the 'messages' the film portrayed and to allow participants to agree content on a personal level. No changes were requested as a result of this process although useful feedback was gained that improved the eventual outcome.

3 Results

This section reports on the reflections of staff and students from Phase 1; the film and its uses, and the thoughts of student observers from their participation in Phase 2.

3.1 Phase 1

As a result of the visit, staff considered changes they might make in discussion with their programme teams in terms of curriculum, assessment, learning and teaching design, and support including academic personal tutoring and monitoring. For example curriculum level changes included ideas about topic coverage at A level; problem-based learning approaches; possibilities offered by pre-university courses; and the potential of the extended projects that some students opt for at college:

'It makes me think maybe we should look at what topics are on the A level syllabus and try and find different ones to discuss at level 4'

'...to put things into context, so maybe if I start with a problem maybe they will have more interest in learning the theory to solve a problem.'

'...we could develop some pre-university pilot courses. So for example, [discipline] have got a pre-university course with [named] University, and as a result of that they offer reduced entry tariffs to students who've taken part in the course because they've spent some time working at Level 4 equivalent.'

'...I spoke to one student about... the extended project, which is a voluntary additional activity they can do alongside the A-levels where they're working on a mini-research project. I think some universities are identifying this as a good indicator of students who have got the requisite skills and abilities to do well at the university, and I think we could possibly make more of that.'

In terms of assessment, staff reflected on both the emphasis on this (see learning and teaching section below) and on the fact that a focus on examinations at Level 3 restricted students' experiences of a wider range of assessments:

'The implications of modes of assessment in the learning of the students that are coming to us and what we need to think about doing with Level 4 students to prep them for a wider range of modes of assessments'

Staff observations of the level and extent of monitoring led to some deeper questions about the desirability of this:

'...we could monitor them a lot more...but I don't think we can do that on the scale on the number of students we have, we'd have to have a far more intensive tutoring system and then the other questions is would we want to do that?'

There was also a good deal of surprise expressed among staff about both similarities and differences in the learning and teaching environment which are summarised in Table 1 on page 6.

Differences included attendance (higher in the College); monitoring (much more pervasive and at the 'micro' level in the college); focus on preparation for assessment (for most staff, this appeared to be the sole focus in college); level of student attention (higher in college); the provision of resources ('everything' provided in college); and structuring of many classes (generally significantly more structured than in most college classrooms).

Similarities included structuring of some classes (the similarity of some college classes with seminars in University); the role of the teacher (facilitator of learning rather than didactic expert); and the informality of interactions.

Some staff reflected on the redesigns they had already undertaken in their curricula in order to facilitate student transitions:

'...try to think about breaking things down for the students and building up their confidence in doing all sorts of things, so, I think in some ways, we've ..it's a happy accident I suppose actually er... well of course it's not... s'pose it seems a happy accident that [learning and teaching design] does seem to be correlating with the experience the students are having at college, perhaps...'

Table 1. Staff reflections on differences between college and university learning and teaching including number of references made to the elements in pre and post-visit interviews.

| Element | Number of references | Perceptions of learning and teaching at college | Perceptions of learning and teaching at university |
|------------------------------|-----------------------------|---|--|
| Assessment | 8 | Very frequent; briefing and deadline close together; focus on exams. | Much less frequent; briefing may be far in advance of deadline; many modes of assessment. |
| Class size | 5 | Small | Various - but tending to large |
| Classroom behaviours | 16 | Diligent; disciplined; focused; dependent; independent; confident; engaged; relaxed; very managed. | N/A |
| Classroom environment | 10 | Different classroom configurations for A level and BTEC cohorts; nurturing; comfortable. | Free; unstructured; a range of different environments. |
| Dependency | 12 | Answers always provided; very short cycles of input, testing and feedback; all resources provided; monitoring system provides motivation and nudges; daily contact with same staff member; activity is always directed; some structured activities (for example, writing frames). | Students find answers for themselves; some resources provided, students expected to find more resources; students expected to largely find their own motivation; contact with same staff member weekly or less; activity required is essentially undirected (for example, lecture) |
| Monitoring | 6 | High degree of detailed monitoring; 'benign surveillance'; 'personalised diagnostics'; very detailed attendance and marking records | Some monitoring; staff were undecided on the degree of monitoring that was desirable - would monitoring engender dependence or independence? |

| | | | |
|-----------------------------------|----|---|--|
| Preparation for university | 1 | Students told they will be 'treated as adults' at university | Students are adults - but recognition that adulthood may develop over a period of time. |
| Staff design of learning | 1 | Some compliance with a centralised team model of teaching and learning delivery | N/A |
| Structure of classes | 14 | Bitesize; 1.25 hours maximum; very broken down; heavily based on content; very structured in terms of process; 'very, very structured'; | Up to three hours; far less structured and scaffolded; more teacher talk; 'a greater reliance on students' ability to understand the process...' |
| Support | 9 | Dependency on teachers; individual support; 'cosseted'; 'very proactive responses from staff in terms of the levels of engagement, the grades, the quality of the homework, targets set...' | Lower level and detail of monitoring and support; |
| Timetabling | 8 | Staff may see students for the same subject several times in one week. Timetable is 9-4 every day. | Staff may see the same students much less frequently. Timetabled contact is much less; whole days are 'free'. |

The change from bite-size learning, assessment and feedback with tight monitoring, to a looser, self-directed model is summed up in this comment by a member of MMU staff:

'It's [the college learning environment] very different to how it's like at university, I think, what I noticed is that the students are very dependent on the teachers, so it's quite a big leap going from... 'today this is what we are going to cover you have to do the homework, I'll mark it tomorrow give you feedback', throughout the year, to having essentially one or two assignments where you get feedback and the rest is on the students...'

Some elements, such as class size prompted staff to reflect on both the differences (in relation to lectures) and in one case, the similarities in class sizes (in relation to university 'seminars').

3.2 Student interviews (at Xaverian)

The elements identified from these interviews are represented in the film and are those that are most well represented in the transition literature (for example, Briggs, Clark, and Hall (2012); Lowe and Cook (2003); Struyven, Dochy, and Janssens (2003)).

For example, repeated themes of students' expectations about university included notions of freedom and independence, as well as the level of challenge and concerns around support.

3.3 The film

The production of the film followed Phase 1 and included review, analysis and selection of several hours of student and staff transcripts. Inevitably, there is subjectivity in the editing process and of course there are elements we will have omitted. The final version entailed a process of considerable work in this selection and editing process, and attempted to build a story from the visit, via the voices of students attending the College and their expectations of university life, to the reflections of staff as they consider how their courses meet the needs of these students. The final version is available at:

www.celt.mmu.ac.uk/induction/reciprocal_journeys.php

The final version is 22 minutes long and has an index to themes so that viewers can more easily access the parts of particular interest. We have ensured that two things are clear in the film:

- that this is a snapshot of a single very specific college at a particular time in their year
- that the final statement that is made - that the chief onus should be on the University to make accommodation to learners needs, rather than on students or on the staff at colleges - is clearly understood.

3.4 Staff response to the film

We have used the film in two staff development events at MMU, as well as showing it at the event at Birmingham City University in December 2015.

When staff view this film, two main discussion areas that have emerged so far are around the concept of 'independence' and the concept of 'support' - concerns to which both students and staff consistently returned.

Our reading of the material (encapsulated in the film) indicates to us that the so-called 'gap' in the transition experience focuses on the notions of 'freedom' 'adulthood' and 'confidence'. The consequences of staff and student perceptions of these notions manifest themselves in the behaviours, attitudes and beliefs as the transition into higher education progresses.

Students at this College experience a nurturing and benevolent but highly organised system of 'surveillance' where underperformance is noted, flagged to the student and remedied, in very short timescales. In this way, at each stage of the delivery of a syllabus, small chunks of learning ('topics') are presented and tested, and performance logged. Students who have not 'got' that topic are required to go to 'support' where teachers will explain the content again to ensure the student has a grasp of this. All this would happen typically within a single week, so that students do not fall behind. Thus, the student (and staff) can be reassured that the student is performing to a certain standard.

Staff in the College expressed the view that they treated the students 'as adults' and that the learning experience was very different to what they would have had in a school. Some students did not feel this difference so clearly.

Student arriving in a university setting may have been primed to expect that there will be 'freedom' and that they will be 'treated like an adult'. However, what this may actually mean is that the college system - of personal knowledge of a student's own performance, reassuringly consisting of a teacher's minute judgement of their work - disappears. On arrival at university, the student is confronted with a system that seems to be ignorant of either their learning achievements or their failings, does not provide an opportunity for any

small chunks of learning that are assessed and that on a micro-level, the monitoring largely disappears.

Combined with the freedoms of leaving home, a less intensive attendance requirement and an expectation of adult decision making, this change from an all-encompassing system of care and attention to one of choice, and the demand to be an 'independent learner' can, for some students, create an opportunity for decision making around social, rather than learning, goals.

Comparing the expectations of students with the reflections of staff indicated some interesting differences, for example, staff repeatedly raised attendance as a theme and yet no students referred specifically to this. This may be due to College students being closely monitored and heavily timetabled such that attendance is not an element over which any choice can be exercised and, therefore, not one to which students give any particular consideration. At university the element of choice over attendance is clearly a key decision point.

All of the staff involved in this project are working to continually improve the design of learning and teaching to accommodate learners needs. Most commented that their awareness of previous learning experience, although already keen, had been further developed by this visit, and they were motivated to further consider their curricula as a result. Indeed, following the visit of academic staff to the College, several reported that they would reshape their first term learning design to suit the needs of incoming students. However, while learning and teaching design can aid the transition experience, the key to progressing successfully from college student to adult learner is, perhaps, in finding the way to self-motivate and to begin a process towards self-assessment. In Phase 2, Xaverian students visit to MMU classes enabled a further insight into how students experience the learning we provide at university and how their transition from managed learner to self-managing learner takes shape.

3.5 Phase 2 College students' visit to MMU

Most of the students who visited classes at MMU remarked on the 'relaxed' atmosphere as one of the main differences they noted from their college environment. For some this difference was reassuring:

'In a way, it made me jealous, because, based on the way I learn at college, it's more strict. Here it seems more relaxed and students are more... they can give their opinion and they don't need to raise their hand, they can just shout the answers which is quite good.'

Others were surprised by the degree of relaxation of what they experienced in college as a 'strict' regime:

'I picked up on the atmosphere. I thought the atmosphere was really good. It was quite informal. Not to the point where it would affect the actual content of the lesson, but just like, the teachers were being addressed by their first name and I liked that sort of environment they were working in.'

They were reassured by other elements - for example that the level of challenge would be increased:

'...in college... basically, the teacher does the research for you and then you analyse it and apply it to the question. But they had to do it all on their own which was quite good. I think it raises... I think it's intellectually stimulating to be honest. Which is good.'

...or noticed that learning from each other became more of a feature:

'They all fed off each other. So when she put something on the board and would ask, "What do you think of this?" One table would be like "that", then you'd hear someone be like "oh yeah", and then "I think this" and then... So they'd all get information off each other to get the answer.'

'Discussions at college as well, it's led by the teacher and they give you a starting point and make you follow a certain kind of path. Whereas there, it was a discussion and they went over to different aspects because they all branched off each other.'

One feature of college learning is linked to the way the timetable allows for students to be in contact with their tutors almost daily, and for classes to be very much a continuation from the previous lesson. The students reflected that as they observed a class in university, they could see that in a single class:

S4: Everything linked together. So if you dozed off in one part of the lesson it would affect you throughout the whole lesson.

I: And that's not something that you...?

S4: No. Not really.

S3: No, because if you don't pay attention for a lesson, you come back the next one and you're still on the same thing or, you're like 'aah, it doesn't really matter'.

For others there was surprise at how some elements of the university learning environment felt quite similar to their experience in college - particularly in terms of scale and on the mixture of student motivations. For example, several students commented on how, in each group observed, there were a few students who appeared not to 'want to be there'.

Some of the most interesting student insights involved their reflection on how the ways of learning in college may not have prepared them for a university course:

'S1: The first class [that the student observed] had to do a starter task going through old exam questions. They had to work through it without any previous knowledge because in the last class they said that they knew about it, so the teacher was testing them to make sure where her starting point was. They seemed to all not really know anything about the subject so she had to teach them it all over again really and teach them what they were doing. They said that they'd learned it from college, but they didn't go into that amount of detail, so they had to re-learn that.'

This illustrates one of the difficulties well known among university Level 4 tutors, that students may often say 'We did this at A level'. However, this may mean that while similar topics may have indeed been covered, the level of student immersion in these topics, or their ability to apply this knowledge, is not quite the same.

4 Further work

Originally, we also intended to arrange a reciprocal visit of the staff from Xaverian College to MMU. Having seen the full timetable of College staff, we realised that arranging a single visit for staff would not be possible. What has come about because of our visit to the College is some ongoing exchanges between individual staff with MMU faculty staff and we hope to continue to facilitate this exchange.

We also plan to continue to:

- Continue to use the film as a focus for staff discussion about learning at transition points.
- Fully analyse and publish the data already captured and that we continue to capture as the potential for further cycles of action and reflection becomes apparent.
- Participate in the QAA conference in April at Birmingham University.
- Continue to stay in touch with other staff working in this area across UK HEIs.

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Appendix 1 - Interview schedules

Interview questions for staff pre-visit (Phase 1)

You will be asked to take part in two interviews (one before and one after visits to the College have taken place) with a researcher. Each interview will last up to thirty minutes.

This first interview consists of a series of open questions concerning what you currently do in your teaching and what you hope to learn from a visit to the other institution. The interviews will be audio or video recorded to allow transcripts to be produced and analysed by researchers. All your data will be anonymised and your confidentiality is assured.

The interview will be very informal - we just want to hear what you have to say about your learning experiences.

Kinds of questions we may include:

- 1 What do you currently teach at MMU?
 - a. Which level(s)?

- 2 Can you tell us a bit about how you approach the teaching of this subject at this level?

- 3 What kinds of teaching techniques do you find are most effective for this subject and the Levels you teach? Does this differ with the level?

- 4 Can you tell us a bit about the way learning happens in ----[subject]?
 - a. What do you as the teacher expect from your students?
 - b. What do you expect your students to do in a typical class?
 - c. What behaviours do you expect of your students in relation to learning?
 - d. What do you expect of students (prep or homework) before or after a class?
 - e. How do you support your students in their assessments?

- 5 How do you think the students learned [subject] at college?
 - a. What do you think a college teacher expected of students?
 - b. How do you think this will differ from the way your students learn now?

- 6 Would you like the opportunity to visit Xaverian College to observe how a class 'works' here?

The second interview will ask for your views on this experience, both as professional development for you, and as a means of producing pedagogic benefits for students and/or for your department.

Interview questions for staff post-visit (Phase 1)

- 1 Having taken part in the visit to the College, what thoughts have you had about the learning and teaching, and environment that you observed?

- 2 Did you get to observe a class in progress? What were your impressions of this? What kinds of behaviours did the students exhibit?

- 3 Did you have any thoughts about the systems of timetabling/attendance and so on that are used at college?

- 4 How did the learning and teaching methods and environment compare with say, the learning and teaching methods and environment of a class at university?
- 5 Can you account for any of the observations you made/differences you saw? What do you think might be the reasons for this?
- 6 Was there any aspect that interested/intrigued/surprised you?
- 7 Is there anything you would consider changing in your teaching methods as a result of what you have observed?
- 8 Any further thoughts that occurred to you following the visit?

Interview questions for college students (Phase 1)

This first interview consists of a series of open questions concerning how you currently learn in college and how you think learning will happen at University. The interviews will be audio or video recorded to allow transcripts to be produced and analysed by researchers. All your data will be anonymised and your confidentiality is assured.

The interview will be very informal - we just want to hear what you have to say about your learning experiences.

- 1 What are you studying currently at Xaverian College?
- 2 Can you tell us a bit about why have you chosen these subjects to study?
- 3 Which subject do you hope to study at university?
- 4 Can you tell us a bit about the way you learn in ----[subject]?
 - a. What does the teacher expect of/from you?
 - b. What do you expect to do in a class?
 - c. How long does a class last?
 - d. What do you do before or after a class?
 - e. Do you learn in the same way in all your classes?
- 5 How do you expect to learn at university?
 - a. What do you think a teacher will expect of/from you?
 - b. How do you think this will differ from the way you learn now?

Appendix 2 - Example of Information Sheet for participants in the Reciprocal Journeys project

(Specific versions of this were created for both staff and students for the different Phases)

Study Title

Reciprocal Journeys: a documentary for staff and students in HE and FE.

We would like to invite you to take part in a research study. Before you decide you need to understand why the research is being conducted and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or would like more information. Please do take time to decide whether or not to take part.

What is the purpose of the study?

The study is intended to make a short investigation of the learning and teaching practices, environments and everyday lives of students and staff in the 'College' (Sixth form/FE) setting.

This project views student transition through a positive lens, by creating a space for staff and students to better understand their experience of the learning and teaching that they encounter in the two environments (College and University). A film of this exchange will be created as a tool for staff development.

We hope to address the concern that 'Induction into HE' can be so focused on the HE context, that it largely ignores students' prior experiences of learning.

Why have you been invited?

We have a number of academic staff in faculties at MMU who have expressed an interest in this kind of exploration. We have asked two colleges to participate on the basis of our contacts with them and past history of students coming to MMU. Xaverian College, in Rusholme, is participating and has identified students and staff who would like to be involved.

Do you have to take part?

It is up to you to decide, when you have read and understood this information sheet, and when we have answered any questions about the study to your satisfaction. We will then ask you to sign a consent form to show you agreed to take part. You are free to withdraw at any time, without giving a reason.

What will happen to me if I take part?

You will be asked to take part in two interviews (one before and one after the visits have taken place) with a researcher. Each interview will last up to thirty minutes.

The first interview will consist of a series of open questions concerning what you hope to learn from a visit to the other institution. The second interview will ask for your views on this experience, both as professional development for you, and as a means of producing pedagogic benefits for students and/or for your department. The second interview may ask additional questions relating to (for instance) the extent to which your experience may have potential benefits that extend beyond your department.

The interviews will be audio or video recorded to allow transcripts to be produced.

What are the possible benefits of taking part?

We hope that you will find it beneficial to take part in the study, by providing a focused opportunity for professional reflection on your experience as a teacher in one or other of these settings.

What if there is a problem?

The study is being undertaken by staff members of CELT at MMU. If you have a concern about any aspect of this study, you should ask to speak to the researchers who will do their best to answer your questions (a.prowse@mmu.ac.uk - 0161 247 6136).

Will your taking part in the study be kept confidential?

All the data you provide during interviews will be held securely, and any information about you will remain confidential. The recordings of the interviews and the transcripts of the recordings will be kept securely and will be deleted within a year of the study's completion. In using the interview data to discuss findings and draw conclusions, the sources of any of that data used will be anonymised to ensure that you cannot be identified as the source of any of that data which is used in the written outputs of the study. This does not apply to where we use film to produce a staff development resource. Here, we will ensure that you have an opportunity to view the excerpts we would like to use, prior to the film being made 'public' and to have a right to withdraw your data at this stage.

What will happen if you do not carry on with the study?

If you withdraw from the study we will destroy your audio recorded interviews and transcripts, but we may need to use the data that we have collected up to the time of your withdrawal, if it has already been used to inform some of the study outputs produced up to that date.

What will happen to the results of the research study?

The study will be used to produce conference and/or journal papers on the topic of the Scholarship of Teaching and Learning (SoTL). It will also be used to produce internal reports for MMU to inform the future development of the University's SoTL strategy.

For further information please contact: Alicia Prowse a.prowse@mmu.ac.uk

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