

FIRST YEAR FRAMEWORK FOR SUCCESS – Sept 2016 version

Priority Area	Essential (core to student success)	Effective Practice (Evidence based promising practices)	Embedded Practice (well established holistic approaches embedded in the programme)	Institutional Enablers (colour coded as Essential and Enhanced) For review by the SLT.
1. Early Orientation (before classes begin – note that traditionally, this has been described as ‘induction’)	<ul style="list-style-type: none"> All incoming students to be informed of induction/orientation dates as early as possible. (eg first years, advanced entry, mature, access, international and Erasmus) All staff who teach and are involved in supporting first year students to meet and welcome students (albeit briefly) during early orientation process. All students to receive a handbook with a checklist of key information they need to succeed during their first year (e.g. key dates, simplified timetable, map of room locations, contact details of staff members) 	<ul style="list-style-type: none"> Opportunities for students to get to know a few of their peers at the orientation session (e.g. ice-breaker activities) Group activity with other students and/or staff 	<ul style="list-style-type: none"> A student generated induction. 	<ul style="list-style-type: none"> An institute wide orientation programme A set of written best practice induction guidelines for first year tutors – containing practical information such as important dates, names and contact details of personnel, the guidelines should also contain information on the pastoral care of 1st year students and guidelines on ice-breakers.
2. Extended Induction (as soon as classes begin)	<ul style="list-style-type: none"> Introductory ‘key skills for success’ on your programme sessions provided (e.g. Digital Library Pack, IT skills, using WiFi, Eduroam, student scratch file, how ECTS works etc.) Introductory ‘supporting your learning’ workshops provided by support staff (AWC, careers, counselling, MLSC)Tutors to make all incoming students aware of Careers Office website, Information for 1st years & Information for tutors incl ‘Transition Workshop’ slides.) Key dates for success confirmed with students (eg Review Week, Withdrawal etc). Core information related to 1st yr programmes is easily available online (eg in Webcourses or equiv space Early identification of students at risk eg through monitoring of attendance 	<ul style="list-style-type: none"> Group collaborative project early on. Involve later year students in tutorials for knowledge exchange Extended induction programme over whole year (embedded in programme) Early identification of students at risk followed by tailored support (e.g. maths diagnostic testing) Follow-up phone calls to students not attending Class list with photos made available to teaching team Pre-lecture resources available 	<ul style="list-style-type: none"> Digital Library Pack - Sarah Anne Kennedy Transitioning to Higher Education – Dave Kilmartin Kickstarting College Success Cert – Claire McDonnell & Cormac Breen Maths Diagnostic Testing – Michael Carr, Blathnaid Sheridan, Cormac Breen Get Smart programme, Mary O’Rawe Serious Play: using Lego as a first year student orientation, engagement & retention strategy 	<ul style="list-style-type: none"> An institute wide programme for induction All first year lecturers are fully aware of the content of the professional development/communication/induction modules currently delivered to first year students on their programme Training in facilitation skills made available to first year tutors

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3. Peer Mentoring	<ul style="list-style-type: none"> • A series of engagement activities with peers and continuing students is integrated within the first week. • A pilot Peer Mentoring study is implemented in at least one programme in each School • Each School has assigned a Peer Mentor School Coordinator. This member of academic staff is assigned responsibility for coordinating the Peer Mentor Programme locally (may not necessarily be a first year tutor) • School mentors are linked into an institutional peer mentor coordination network 	<ul style="list-style-type: none"> • All students have a peer mentor • Peer mentoring sessions embedded in academic calendar (tutorial periods) and attendance monitored • Students experience having a mentor before becoming a mentor. There are opportunities for mentors to bond with each other. • The Peer Mentor School Coordinator has time assigned to the role. • Formal Training, including facilitation skills, for the Peer Mentor School Coordinator is provided by a designated group {delegates from areas of DIT currently running peer mentor programmes - Access, Chaplaincy, academic staff} • Meetings throughout the year to support, share experience and capture the learning with the Peer Mentor School Coordinator's designated group and support staff 	<ul style="list-style-type: none"> • There is an opportunity for mentors to use this experience to part fulfil requirements for additional academic credit (e.g. DIT <u>LEAD</u> or <u>SEAD</u> module) or a graduate award recognising extra-curricular activities (e.g. <u>Sheffield Graduate Award</u>) • The peer mentoring programme is evaluated at an appropriate point or points in the year. 	<ul style="list-style-type: none"> • There is a simple institutional training plan (including learning outcomes) for the mentors • Peer mentors are recruited and then trained after Easter so they are ready for next year.

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4. Assessment and Feedback	<ul style="list-style-type: none"> • A clear assessment and feedback strategy is outlined in the programme handbook. • All students receive an assessment schedule for their programme (during the first week) • All students have an assessment with formative feedback on their learning for each module within the first seven weeks of their programme. 	<ul style="list-style-type: none"> • All students have a meeting individually or as part of a small group with a tutor to discuss progress within the first 8 weeks, with those that are not attending met before 31st Oct withdrawal deadline. • All 1st yr students receive timely feedback on key assignments. • Students are provided with clear guidelines for each assessment method and strategies for success for each assessment method 	<ul style="list-style-type: none"> • RAFT database • use of peer assessment tools (e.g. PeerWise) • online MCQs used to provide feedback to large classes 	<ul style="list-style-type: none"> • Each programme is required to have a unique first year assessment and feedback strategy • Appropriate training on designing effective assessment and feedback strategies is provided for staff • Institutional assessment templates and guides are available for staff
5. Graduate Attributes	<ul style="list-style-type: none"> • All students are made aware of what it means to be an employable graduate within their discipline • All students are provided with a graduate attributes map for their programme (which provides details of how and when they will be afforded opportunities to develop, be assessed and receive feedback upon graduate attributes relevant to the programme) (Template provided) • Students are given opportunities to increase their self awareness with respect to their learning, engagement, attribute and attitudes development 	<ul style="list-style-type: none"> • Lecturers alert students to the graduate attributes that they are seeking to develop when they engage students in specific learning activities or during external industry visits • Each student engages in Personal Development Planning over the course of their studies, starting in first year. • Students involved in activities that develop personal reflection skills (eg internships DT 028, DT401) • Alumni and employers are invited to give short seminars. 	<ul style="list-style-type: none"> • Co-curricular projects, local initiatives, awards support the development Graduate attributes • A programme employability journey Infographic is available • Careers development workshop is timetabled (eg DT001) • Opportunities for problem based learning (or equiv to develop teamwork as well as innovation / enquiry / research skills) • Community/Industry-Linked Initiative / Group Project - Enable Ireland Project 	<ul style="list-style-type: none"> • Academic staff are trained and have access to materials on simple reflective practice, • Staff are aware of content of professional development/ communication modules. • Schools undertaking facilitated workshops, share initiatives within their programmes and the impact they have on student engagement • Staff are required to identify potential synergies between modules •

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6. Learning Spaces	<ul style="list-style-type: none"> • Baseline activities are supported through one Webcourses or equivalent online space for each module e.g. student communication, submission of assessments, class notes • Students have access to online resources to support their learning over their first year 	<ul style="list-style-type: none"> • Students have opportunities to experience learning in a variety of learning spaces e.g. face to face, online, mobile, (flipped classes, on-line discussion forums etc.) • Spaces are available to support the establishment, development and maintenance of learning communities 	<ul style="list-style-type: none"> • Group project/study booths in DIT Aungier St. 	<ul style="list-style-type: none"> • All learning spaces, virtual and physical, are fit for purpose, i.e. must be safe, and appropriate to the needs of individual programmes and individual students. • There are appropriate spaces for one-to-one staff/student meetings e.g. for the provision of feedback to students.
7. Alternative Curriculum Models	<ul style="list-style-type: none"> • A semester long extended induction that reflects the overarching theme and context of their degree programme is provided. • Students have information to make choices and take ownership of their learning within programmes e.g. modules / study/ progression, assessments. • Students have early engagement with external communities e.g. an Industry visit (or guest lecturer from industry input for large class sizes) project. • Promote ladders of opportunity. 	<ul style="list-style-type: none"> • Shared first year tutorial sessions across programmes in a school to facilitate new first year tutors with more experienced ones. • Timetabled year 1 and 2 tutorial sessions at same time to allow for mixed group interaction when appropriate. • Introduction of first year group based research project • Scheduled year 3 and 4 tutorials at same time to encourage shared sessions throughout the year. • Develop learning communities. Small groups of students brought together with staff. Tasks that develop critical inquiry/ information literacy and 	<ul style="list-style-type: none"> • Students experience a range of different learning opportunities e.g. a SLWC project, problem or project based learning activities as part of a first year module –E-portfolios are used to create an individualised academic record that is evidence based. 	<ul style="list-style-type: none"> • A module catalogue that reflects accurate data from the programme documents is available (or access to all module descriptors for that year).

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		<p>collaborative learning</p> <ul style="list-style-type: none">• Extra-curricular modules; volunteering, English writing, debating and public speaking, bridging maths are available.		
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