

Feedback from Scenarios

Scenarios

You are aware that one of the students (Julie) entered year 1 of the bioscience degree programme for which you are co-ordinator with 6 A A-levels. Her tutor has reported that in tutorials during the year she has been rather quiet but has always performed well and responded correctly to direct questions. At the end of year 1 you observe that Julie has obtained marks of 79%, 85%, 90%, 78%, 83%, 84% in the 6 (20 credit) modules she has taken as part of the degree programme and her tutor has now come to you to ask advice on how he should approach and handle this very able student and what can be done to stretch her in year 2.

A. Spend up to 10 MINUTES discussing;

A1. What advice would you give to the tutor on how to approach this student and the issues he should discuss with her? List, on the flip-chart, the 5 most important pieces of advice you would give to the tutor:

A2. What arrangements could the tutor make to ensure that Julie was stretched in year 2 and developed to her full potential? These arrangements **MUST** be within the confines of the current existing arrangements and situation in the University of one member of the group. List, on the flip-chart, the possibilities that currently exist.

B. Spend the rest of the time discussing the following situation.

The Subject Centre for Bioscience has been offered £750,000 to initiate a project which will provide stretch for exceptionally able bioscience students over the next five years. The Centre is calling for outline funding applications to host and run this project. Agree and outline on the flip-chart, the 5 features which provide the necessary stretch and would be at the heart of your proposal.

Group 1 – top 2% of students across UK

A1

1. Summer reading list sent to student with letter of congratulations
2. Interview to determine aspirations and whether she feels she is already stretched
3. Is her tutorial group suitable for her? - contact with other more able students or - mentoring level 1 / less able students
4. Seminar (research attendance)
5. Summer placement (project, work or lab)

A2

Birmingham: possibility to do all of the above

Belfast: 2 and 5 above

Differentiated Learning Forum – Weetwood Hall, Leeds, 13th June 2007

B

Institute of Excellence – which incorporates:

1. VLE – students have access to this throughout their degree, with: - access to other more able students: - network: - competitions with prizes
2. Easter and / or Summer schools: Courses at other universities
3. Bursary scheme for work experience (term time and/or holidays)
4. Conference / On-line publications
5. Academic mentoring / employer mentoring

Group 2 – Top 20% of students with a university / department

A1

1. What are Julie's ambitions?
2. Does she know how good she is? Confidence building
3. Try to get experience relevant to ambitions e.g. summer schools
4. Make her aware of options
5. How to maintain "upward trajectory"

A2

Summer school, membership of societies, seminars, studentships, industrial placement, enter essay for UG prize (e.g. Bioscience), lab experience, confidence building (e.g. student mentoring), regular contact with tutor, alerting other academic staff.

B

Fund summer work placement (including placement tutor)

Academic scholarships

Extra tuition

Inspirational lecture series

Staff training (identifying higher flyers and provision of resources)

(Peer mentoring)

Advances skills centre.