4Es of good degrees: what makes pre-registration nurses successful in achieving good degrees

Conference or Workshop Item

How to cite:


For guidance on citations see FAQs.

[not recorded]

Version: Version of Record

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's data policy on reuse of materials please consult the policies page.
‘4Es of good degrees’
Understanding the [modifiable] factors which facilitate ‘good’ academic performance
Background & rationale

• Changing landscape and impact:
  – Move to graduate profession
  – Impact of degree classification on league tables

• We know that there are a wide range of factors which impact on academic attainment and the ability to obtain ‘good’ honours degrees:
  – Age
  – Gender
  – Disability
  – Ethnicity
  – Stress
Our students

- 45% from Access HE
- 32% A levels
- 21% Diploma or degree
- 83% female
- 18-48 years
  Mean age 28
- 49% first in family into HE
- 86% had caring experience
Background & rationale

• Our students are not ‘typical’ of the student population
  – Placement-theory balance
  – Not ‘typical’ academic timetables
  – Varying and diverse demographics

• We know that some students still obtain ‘good’ grades despite varying and pressured circumstances

• What works? What behaviours and actions have positive impact?

• The role of modifiable and non-modifiable factors
Motivating change
Creating the ‘right’ environment
Empowering
Enabling
Encouraging
Ennobling

Adapted from Schumann, Glocal Vantage Inc.
Aims & objectives

AIM:
Explore the facilitating factors which enable students to achieve 2:1 and 1st Class Honours Degrees. To identify and make recommendations by which curriculum teams may promote the 4E’s; Encourage, Enable, Empower & Ennoble.

OBJECTIVES:
1) Employ oral narrative to enable recent graduates achieving a ‘good’ degree classification to share their personal experience of their programme and associated influences, linking with academic performance
2) Identify modifiable factors and positive action from emergent themes using a modified framework analysis
3) Recommend modifiable interventions and actions which curriculum teams/students may take to promote the 4Es and thus, students to achieve their full potential
4) Produce a brief advisory and informative publication for students/staff which details management and coping mechanisms which have been successful for others in improving/sustaining academic performance using the 4Es as a theme
Methods

• Four phased project
• Narrative to explore the ‘real life’ journey of students using their grades as prompts for discussion
• Framework analysis was used to identify case-by-case modifiable and non-modifiable factors, behaviours and actions associated with the 4Es
• This was done for:
  – Students
  – University/tutors
Methods

• APPROACH
  – Four phase qualitative project with a ‘realist’ perspective
  – Narrative to explore the ‘real life’ journey of students using their grades as prompts for discussion

• ANALYSIS
  – The 4Es were entered into a table to enable a case-by-case framework analysis for each participant to identify common behaviours/actions which could be used by the curriculum team
  – adapted intervention mapping compiled environmental and ‘person’ modifiable and non-modifiable factors, behaviours and actions which could be employed by the ‘student’ or the university

• Although we recognised and recorded ‘non-modifiable’ factors the focus was on those which could be changed or acted upon to improve academic performance/outcomes
Results - demographics

N=6

Mean age = 29.8

2 male; 4 female
Encourages
- Positive feedback

Enables
- Feedback on how to make ‘good’ work ‘excellent’
- Constructive alignment (explicit)

Empowers
- Variety of assessment methods
- choi

Ennobles
Results – modifiable student themes

1. Effective time management
2. Understanding the learning outcomes and teaching
3. Focusing on the topic and the role of the programme
4. Use the academic team appropriately
5. Use peer support mechanisms
6. Use feedback effectively
7. Outside of the classroom (time)
8. Managing stress
Results – examples of modifiable student factors

• Planning and effective time management. Start work early.
• Look at learning outcomes and marking criteria
• Stick to guidance and plans provided by module staff
• Focus on learning about the topic rather than grades or academic levels
• Drafting work and re-drafting
• Interaction with personal tutors and module tutors
• Extensive reading around topics related to assignments from the beginning and throughout modules
• Use the recommended reading list
• Utilise peer support
• Review previous feedback and feedback across programme
• Make best use of ‘down time’ e.g. using the library between classes and days where you are not required in the university
• Short sessions with regular breaks when working on writing assessments or reading
Limitations

Ethnicity

Sample frame: locality, field

Sample size
Conclusion

- A framework has been developed which is informing the development of an advisory document for students and academic staff.
Questions?

Gemma Ryan
Deputy Director
Health & Social Care Research Centre
College of Health & Social Care
University of Derby

g.ryan@derby.ac.uk