

Student Academic Support:

Report for session 2004/2005 and plan for session 2005/2006.

A Introduction:

1. Student Academic Support was established at the start of session 2004/2005 under the Widening Participation Strategy approved in June 2004.¹ The new team of a full-time co-ordinator and two 0.6 FTE advisors was in place by mid-September 2004.
2. The first year of the service consisted of a period of accelerated development, sourcing and adapting sector-wide best practice in learner support to meet identified institutional needs, informed by a statement of intent that committed the service to being:
 - Responsive.
 - Informed.
 - Reflective.
 - Evaluative.²
3. Three main strands of learner support provision were identified
 - Pro-active dissemination of materials.
 - In-class provision.
 - Appointments.

The service enjoyed success under each strand of provision, with significant improvements in the number of students assisted under each and in the quality of the support materials produced.
4. The service also responded to its widening participation brief, associated with its genesis in the Abertay Wider Access Centre, establishing a rationale against which it would evaluate its involvement in widening participation activities, focused on the likely contribution of the activity to the development of mainstream activities and its long-term sustainability.

B Activities in session 2004/2005: critical appraisal and evaluation.³

1. Each of the three strands of the service's learner support work with on-campus students and staff will be considered in turn. A review of other elements of the service's additional work, pertinent to the Strategic Plan 2004 and the Widening Participation Strategy, will follow.
2. **Pro-active dissemination of information:**
 - **For students:** the key objectives under this strand were:
 - To promote the concept of study skills as worth having and actively developing; and
 - To provide resources to facilitate self-development.

¹ Senate, University of Abertay Dundee 2004, Widening Participation Strategy, URL: <http://quality.abertay.ac.uk> (accessed 12 July 2005).

² Student Academic Support 2004, Statement of Intent (submitted to meeting of the Operational Management Group, September 2004).

³ This being the service's first full annual report, reference is made not to a previous annual report but to the service's rationale of activities in its first 18 months, produced in July 2004.

- The service developed a schedule of campaigns during the session, with materials targeted on specific study skills issues and particular groups of students. Topics were identified on the basis of suggestions from teaching staff and in response to inquiries being made to the advisors. Specific groups of students targeted included first years, Honours students undertaking final-year projects, DipHE students and, with the International Student Advisor, international students. Each campaign was scheduled to come “just in time” to heighten its relevance to students and their interest in it.
- The service produced 11 campaigns during the session, four using posters, two using information leaflets and five using both. In addition, email was used, mostly in semester 1, to provide more general information to larger target groups, generally on the basis of stage. DipHE students received three leaflets posted their term-time addresses.
- The service maintained a website consisting of a single page outlining its purpose, how we worked for students and staff, and highlighting electronic copies of the latest campaign materials. A database of study skills materials was also developed, bringing together resources produced by the service and also good quality self-help materials sourced by staff from other institutions.
- The relevance of the information provided and the value of the approach to delivery was demonstrated by the popularity of the leaflets, of which more than 1,500 were collected across the various campaigns, and also the popularity of the website, which received almost 5,500 hits between October 2004 and June 2005. The quality of the content and presentation of the materials produced improved significantly during the session.
- While the second objective has clearly been met and information has been produced that students repeatedly engage with, more time is required to evaluate properly the service’s performance with regard to the first. As will be detailed in the section B, planning for session 2005/2006, the service intends to identify a representative sample of its campaigns for specific evaluation to provide information across the whole.
- **For staff:** the key objective was:
 - To develop knowledge and understanding of how the service could help them and their students.
- Engagement with staff operated on several levels. General promotion came through the establishment of twice-yearly newsletters received by all teaching staff and relevant support staff. Members of teaching staff holding positions, from Director of Academic Programmes to Programme Tutors, received a series of letters from July 2004 on explaining what the service had to offer with suggestions of activities that might be provided. The service has been responsive to requests from individual members of staff for information, materials and support with students.
- Beyond that, the service has operated a rudimentary customer relationship marketing approach, maintaining a database of all contacts with staff, from work undertaken to informal discussion, allowing us to identify “enthusiasts” with whom we can develop a fuller working relationship and

who might assist us in promoting our services among students and colleagues. This information allowed us to tailor almost half of the approximately 150 letters sent to teaching staff in June 2005 to include specific suggestions of what we could offer in the new session.

- Again, the objective will only be fulfilled in the longer term as the quality of provision engenders confidence in the service. However, early indications are positive, not least as the number of “enthusiasts” grows and becomes more representative of the shape of the teaching staff.

3. In-class provision:

- **For students:** the key objectives under this strand were:
 - To provide resources to facilitate self-development; and
 - To provide resources to facilitate guided development.
- The service undertook at the request of staff to conduct sessions to more than 30 classes and to almost 1,000 students. Topics covered ranged from general advice on the importance of studying effectively to specific issues related directly to the students’ forthcoming assessment. The format of the sessions varied, although most were conducted during scheduled class hours to groups averaging 30 students. Particularly success were the sessions team taught by service staff and module deliverers. Sessions were generally supported by hand outs tailored, where appropriate, to the group’s specific needs.
- The extent to which in-class provision has facilitate students’ self-development is unclear. Success might be indicated by a greater incidence of self-referral for individual appointments among students who had attended one of the sessions; that has not happened. Exploratory analysis will be undertaken of the performance of classes attending sessions in terms of basic progression rates, the mean grade point average and, where relevant, performance for which the assessment the session was intended to help the students to prepare. Careful consideration will need to be given to the identification of appropriate control groups for comparison purposes.
- More positively, the feedback from participating students and staff reassures the service that it is meeting the second objective of facilitating guided development. The importance of this mode of delivery to the service’s efforts to engage with students is demonstrated by the comparison of the number of students seen in classes with the number seen for appointments: almost 1,000 in class and fewer than 200 in appointments.
- **For staff:** the key objective under this strand was:
 - To provide resources to complement study skills development delivered by teaching staff.
- The main focus of activity was on working with staff to offer their students additional study skills sessions, generally during timetabled class hours, to complement the support that they had already received. The timing, the topics covered and the format of each session were agreed in discussion between teaching staff and the service.

- The service has been able to complement the support teaching staff already provide students to help them study more effectively. Staff appreciation of the service offered is reflected in their feedback and the number of requests now being received for repeated and additional sessions. Attention must now turn to increasing staff uptake of the opportunity to receive this support and to tailoring it further to their needs and the needs of their students.
- In addition, the service had offered to provide support materials to teaching staff for their own use, with the opportunity to request assistance in tailoring materials to specific requirements. This aspect of the service has been publicised routinely but take-up remains marginal.

4. Appointments:

- **For students:** the key objective under this strand was:
 - To provide resources to facilitate self-development.
- The service saw almost 160 students between October 2004 and June 2005 on topics ranging from basic maths and statistics to coursework structure and proof-reading. Students seen were broadly representative of the student community as a whole in terms of School, programme stage, gender, age and ethnicity.
- Efforts to target resources on new entrants met with limited success, although more students in first year attended appointments than those from any other stage. Limited success was possibly the consequence of limited efforts and significant preparations have been made to do much more for new students, especially first years, throughout an extended induction period stretching from mid-August through to the end of October 2005.
- The service also offered drop-ins. The first, towards the end of semester 1, was advertised as a workshop focused on a specific topic and helped almost 10 students. Weekly drop-ins were offered throughout semester 2, each week in a different location to provide coverage across the campus. No students attended any of these sessions. A further drop-in was provided in association with the Dundee Business School for their students taking semester 1 reassessments. This session again saw almost 10 students, none of whom had received help previously from the service. The clear lesson for the service in the coming session is that drop-ins are not perceived by students to be an appropriate environment in which they might receive support and attention must be given to how they might be operated in future, including their timing, promotion and delivery.
- **For staff:** the key objective under this strand was:
 - To provide resources to complement in-class study skills development.
- The focus here was on offering staff a referral mechanism by which they might recommend to students that they see an advisor to receive further assistance. An informal approach was taken overall, the benefits being its simplicity, lack of administrative burden and avoidance of confidentiality issues. However, it is clear from discussions with staff who routinely referred students that many more students were referred than actually

made appointments. Efforts, detailed below, are being made to liaise with teaching staff to institute a more formal referral mechanism.

5. Other activities:

- **Pre-entry activities:** the key objective under this strand was:
 - To enhance the support provided to students preparing to enter higher education.
- **Pre-Highers workshops:** a review of the 2004 Summer School identified a group of students who were academically able but lacked self-confidence. A two-day workshop revision and exam technique workshop to run during the school Easter vacation was devised to meet better the needs of that group of students and to engage in other who might not have considered Summer School. Promotion of the workshops through school guidance teachers ran from January to March, with posters, postcards and supporting literature provided to every regional secondary school. Student interest was disappointing, with too few students enrolled a month before the scheduled date to run the workshops.
- **FE-HE workshops:** a review of the 2004 FE-HE Bridging Programme for direct entrants identified the need to offer additional preparation support specifically for students coming from college. An outline programme was devised and presented to the regional partner colleges⁴ for a workshop covering the main differences between studying at college and studying at university with guidance on how students might prepare themselves better. The final content, structure and the timing of delivery was agreed with each college. A common booklet providing information and self-directed activities was produced by the service. Five colleges requested workshops, although subsequently only three ran. Feedback from college staff and students was positive and discussions are on-going for developing a new round of workshops with all of the colleges for the new session.
In addition, the service successfully applied to the Fife & Tayside Wider Access Forum for a grant of £13,000 to support a research project investigating the significance of the timing of interventions aimed at supporting the FE-HE transition. This project has attracted the interest of the Scottish Further Education Unit, which is undertaking equivalent work looking at students' understanding of the value of core skills developed at college for their success at university. The service is collaborating with the SFEU, with significant positive benefits to future developments in provision.
- **Summer School:** the service took on the running of the Summer School, begun under the Abertay Wider Access Centre, interviewing 48 students and enrolling 38, of whom 36 completed the four-week preparation course. Almost all the students came from widening participation backgrounds. All students completing the programme started a degree course. A mid-session check on their progress showed above average performance in

⁴ Angus, Dundee, Elmwood, Fife, Glenrothes and Perth Colleges were all invited to participate.

assessments. An update on performance and progression will be made at the start of the new session.

The Summer School has been extensively revised for the start of the new session, principally through:

- A reduction to three weeks to provide a more intensive stretching experience for students.
- The addition of new content, including numeracy and literacy exercises.
- A coherent approach to delivery providing, where appropriate, a sequence of sessions on each topic, beginning with supported self-assessment of individual competence, integrated within exercises to aid students' understanding by engaging them in activities requiring them to apply what they are learning as they are taught.

Recruitment is currently ahead on the some point in the previous session, suggesting that the 2005 cohort should equal or exceed the size of 2004's. To help facilitate further development, the director of SWAP East, Ruth Howard, has agreed to act in an informal external examiner's role to provide a valuable overview of the programme.

○ **Bridging Programme:**

The service took on the delivery of the Bridging Programme, aimed as in previous years at direct entrants, offering a one-day preparation programme covering IT, information and library skills, offered on each of four days to students of all four Schools. Student feedback from the programme was positive and a significant number of those making appointments with advisors during the first six weeks of terms had attended one of the days.

As mentioned above, a review of the programme identified the need to provide more assistance to direct entrants, not just earlier through the in-college workshops, but at the point of entry. A new programme was developed for piloting in 2005, offering up to three full days of preparation sessions in IT, information and study skills, banded at basic, intermediate and advanced levels. To assist students with continuing commitments, the intermediate and advanced sessions will be delivered twice. Students will be able to pick and choose between sessions across pre-induction week to devise their own schedule.

The banding of the programme into basic, intermediate and advanced levels has also allowed the service to offer for the first time assistance to students entering late through clearing, typically with lower entry qualifications and often with less preparation and commitment to university-level study.

- **PASS CD:** the service piloted at the start of the session a CD-Rom of study skills and other preparation materials for first-year students, building on experience gained in providing e-medium support through the Angus Glens Access Project. A review of the objectives, content and useability of the CD-Rom led to a thorough revision of the main content, the inclusion of more information and a complete redesign, incorporating examples of good practice from elsewhere. It is intended to make the 2005 CD-Rom subject to one of the user-feedback exercises.

- The provision of pre-entry activities has developed significantly during the past session, both in the development of existing programmes and the introduction of new activities. Some have not worked, chiefly the pre-Highers workshops; others offer firm foundations for the future, such as the in-college workshops.
- Engagement with schools and colleges is vital if the service is to develop on the basis of a full and current understanding of who the university's students are before they arrive here. An important development this year in the service's approach to its work with entrants came with the realisation that too much of what we have done has been based on an objective of helping students to become something—good university students—without taking into account fully enough what they have been, whether school or college students or workers. The service hopes to extend its outreach work into schools and colleges where appropriate to allow us to develop the quality of our provision.
- **Widening participation:** the key objective under this strand was:
 - To develop a rationale for the service's engagement in widening participation activities.
- The origins of Student Academic Support in the provision of the Abertay Wider Access Centre led to continuity of activity, principally the Summer School and the Bridging Programme, the conclusion of on-going partnership projects, including the Angus Glens Access Project and the Adult Outreach Project, and an expectation among external stakeholders that the university would continue to engage in partnership activities and forums. Although external outreach under the widening participation banner became a secondary aspect of the service's work, there remained a need to develop a rationale for involvement in widening participation work that provided a firm basis from which to judge requests from external stakeholders.
- Criteria have been established for involvement in widening participation projects, namely that activities:
 - Must not duplicate provision already offered within the university or by others;
 - Must be innovative and challenging and likely to focus on group(s) not well served by existing provision;
 - Must be partnership-based;
 - Must be funded by external grants;
 - Must offer the potential for longer-term sustainability;
 - Must offer lessons transferable to mainstream activities.

- Meanwhile, the service has provided representation for the university on regional and national forums, including:
 - **Fife & Tayside Wider Access Forum**, including chairing a sub-group working on guidance materials for ethnic minority students and facilitating the FE-HE theme session at the annual conference.
 - **Scottish University Association of Lifelong Learning**, including widening participation and research sub-groups. The service is hosting a national research seminar in October 2005 on behalf of SUALL.
 - **PROGRESS partnership**: consisting of the four local authorities and both of the city's universities and overseeing the promotion of the two summer schools and arranging council bursaries for students from widening participation backgrounds.
 - **Dundee learner guidance partnership** and the **Dundee community learning partnership**, both groupings of organisations engaged in delivering education and guidance services within the city.
- Projects currently under development with partners and likely to come to fruition in the coming session include:
 - **NARICS service**: offering translation / statement of equivalence service for first-generation migrants in Tayside holding overseas qualifications followed by targeted guidance service. Working with Fife and Dundee City Councils; likely to seek Wider Access Forum support in first instance, other sources possible.
 - **Young people leaving care**: discussions underway with Dundee City Council, Dundee College, Dundee University about offering targeted guidance at young people leaving residential / foster care.
 - **Disaffected 14+ age-group**: discussions with Dundee City Council Communities Department, preliminary discussions with Fife-based project about offering extension activities to existing projects for young people within likely unproven academic ability, offering them the chance to explore further aspects of what they have been working on in a supported, research-oriented higher education environment.

6. Management of the service:

- **Resources and financial performance**: the breakdown of expenditure within the service in session 2004/2005 is outlined in table 1 of the appendix. The main point to note is the significant expenditure on photocopying and printing costs, the only area of significant over-spending, which relates directly to the main activity of the service, the provision of information.
- Table 2 outlines projected spending in session 2004/2005. Marginal changes, principally relating to a reduction in summer school bursary costs arising from the reduction in length and despite a possible increase in numbers, allows an increase in the photocopying budget to more realistic levels. Also to be noted is the maintenance of the staff development budget at £2,500 despite the reduction in costs related to the progression of the co-ordinator to a Masters dissertation at a reduced fee. This is intended to support the team's development, which is vital if the ambitious programme of action research is to be achieved in the new session.

- **Staffing:** the service consists of one full-time co-ordinator and two advisors, both on 2-year fixed term 0.6FTE contracts. Staffing levels have been adequate to maintain an appropriate level of service to students and staff while developing learning and teaching materials. It has been possible to fund additional staff time when required from existing resources, both the advisors and a one-month placement for a computer arts graduate to develop the new PASS CD.
The service has achieved a significant success in operating effectively as a team despite what might have been the operational obstacle of only coming together as a full complement one day a week.
The service has recently benefited from the addition to Student Services of an administrative officer, who will take an important role in undertaking many of the evaluation exercises planned before the start of the new session.
- **Professional development:** the service can demonstrate its strong commitment to on-going professional development. The co-ordinator has successfully completed his postgraduate diploma and is working towards his Masters in Public Administration, one advisor is part-way through his postgraduate certificate in inclusion and learner support, while the other advisor is due to commence her certificate in counselling in the new session.
- The service has undertaken informal training, including a series of sessions on interview techniques facilitated by the university's counselling staff.
- The service has also become enthusiastic members of national body representing learner support units in higher education, including the UK-wide LDHEN, with all three members attending its national conference at the University of Northumbria, and ScotElas, a group pooled from Scottish institutions, with both advisors attending two conferences during the year.
- **Legislation:** the service is committed to responding positively not only to legislation, including measures on race and disability, but to acting as an example of best practice. To that end, we seek to ensure that all our materials meet if not exceed national accessibility standards, with routine checks in place to confirm compliance. We also make all our materials available in a variety of paper and electronic formats.
- **Health and safety:** the service has experience no significant health and safety issues in the past session. The forthcoming provision of TFT monitors for both advisors and the administrative officer should alleviate concerns regarding staff's extended use of computers.

C Plan for session 2005/2006:

1. Student Academic Support is committed to continuous development in its response to student and staff needs and to offer a positive contribution in the growth of a supportive learning environment across the university. The service is committed to maintaining the rate of development achieved during its first year, requiring a firm basis from which new, imaginative ideas can be tested. For that reason, the objectives established on the service's inception and reviewed above will be maintained. Key objectives in this plan for session 2005/2006 are intended to complement rather than replace them,

pointing to new directions of activity rather than simply to improvements to existing efforts.

2. Summary of key objectives for session 2005/2006:

- **Pro-active dissemination of information:**
 - **For students:** to improve the targeting of students at greater risk of academic failure.
 - **For staff:** to broaden the range of ways in which the service seeks to communicate with staff.
to engage with the university's enhancement agenda.
- **In-class provision:**
 - **For students:** to improve the follow-up support offered to students seen in scheduled classes.
 - **For staff:** to expand significantly the number of classes to which the service contributes and their spread across the university.
- **Appointments:**
 - **For students:** to improve follow-up support offered to those attending appointments.
 - **For staff:** to institute a formal referral mechanism allowing staff and the service to monitor attendance rates among those referred.

3. SMART review of key objectives:

	To improve the targeting of students at greater risk of academic failure.
Measurable	The production of lists of target students. Specific actions taken to support students targeted..
Achievable	The core of support materials and guidance experience now available to the service allows advisors to produce tailored material and advice much more speedily.
Realistic	Direct access to the services of an administrative officer with strong SITS experience will allow the service to produce routinely sophisticated mailing lists.
Timed	Late entrants will be identified during clearing. It is intended to identify students at possible risk of academic failure among target groups periodically from the middle of semester 1 to identify those not submitted or failing assessments so that they can be targeted with additional information.

	To broaden the range of ways in which the service seeks to communicate with staff.
Measurable	The development of additional modes of communication with staff.
Achievable	The experience gained in developing multiple modes of communication with students holds useful lessons for improving communication with staff.
Realistic	The first step will be an advertising campaign detailing what is offered and how staff can engage with the service. Critical reflection on the success of each activity will be used to inform the next stage.
Timed	The initial campaign will begin by the start of August 2005.

	To engage with the university's enhancement agenda.
Measurable	Contributions to School and university enhancement activities, such as teaching and learning committee events.
Achievable	The body of experience and materials developed by the service in its first year provides it with a basis from which it can begin to contribute to the wider enhancement of teaching and learning.
Realistic	The service will endeavour to work closely with the Depute Principal (Academic Development), and the chairs of the Quality Enhancement and Teaching & Learning Committees.
Timed	Initial contacts between the co-ordinator to discuss ideas for collaboration during the session will take place before the start of the session.

	To improve the follow-up support offered to students seen in scheduled classes.
Measurable	The development of service standards to cover post-session support. Increase in the number of students attending appointments following attendance at in-class sessions.
Achievable	The service has the materials and capacity to begin to operate a relatively broad-brush approach to contacting students after sessions and offering further support by email and in person.
Realistic	A starting point will be firstly the maintenance of records of attendance at classes to allow comparison of class lists (for targeting information at absentees) and checks against students subsequently making appointments and secondly the routine follow-up of sessions with an email to all relevant students checking on satisfaction with the session, offering additional help and recommending the website and advisors.
Timed	The necessary supporting developments within the service should be complete by the end of September 2005, allowing initial follow-ups to begin after the completion of the main induction sessions.

	To expand significantly the number of classes to which the service contributes and their spread across the university.
Measurable	Comparison across sessions of classes contributed to.
Achievable	A continuation of the trend established in the previous session would indicate growth in the number of classes contributed to; significant growth should come as a result of the strengthening in working relations between the service and all four Schools.
Realistic	The service is confident that it will see many more students in classes than in the previous session; providing greater assistance to more programmes will be more difficult and will follow the established strategy of targeting “enthusiasts” among the staff to encourage colleagues to have confidence in the service and to make use of it.
Timed	The service hopes to make a significant contribution to the induction activities of all four Schools and use that as a springboard to make a broader contribution to classes, especially in semester 2.

	To improve follow-up support to those attending appointments.
Measurable	The development of service standards to cover post-appointment support. Increase in the number of students making repeat appointments where appropriate.
Achievable	The service has the materials and capacity to begin to operate a relatively broad-brush approach to contacting students after sessions and offering further support by email and in person.
Realistic	The service must first establish mechanisms for providing follow-up that are sensitive to individuals’ needs. A “prescription” template is being developed for use by advisors to provide students at the end of each appointment with notes on what was discussed and agreeing appropriate follow-up actions.
Timed	Discussions on the appropriateness of follow-ups and the format of the “prescription” will be completed by the end of August 2005, allowing systems to be trialed from the start of semester 1.

	To institute a formal referral mechanism allowing staff and the service to monitor attendance among those referred and take appropriate action on non-attendance.
Measurable	Maintenance of records of students referred by staff, of those who attended sessions, and of those who chose not to attend, and of actions arising.
Achievable	Positive discussions have been held at OMG, with Directors of Academic Programmes and others on how staff and the service might routinely share information on referrals.
Realistic	Efforts in making a formalised referral mechanism work will concentrate on the “enthusiasts” among teaching staff in the first instance with the intention of spreading the practice further once its benefits can be demonstrated.
Timed	Discussions have been progressing with Schools on ways in which a formal referral mechanism might work and variations required to meet specific needs, eg with regard to Honours project students. It is intended to establish a baseline system for the start of the new session, with further development to be informed by on-going review and reflection.

Appendix:**Table 1** - appointments:**Table 2** – in-class provision:

School	Course	Level	Topic	Total
CCTS	Computer Arts		1 Research skills / critical reading	20
CCTS	Computer Arts		1 Writing skills	23
CCTS	Computer Arts		2 Research skills / critical reading	20
CCTS	Computer Arts		3 Writing skills - structure, referencing / plagiarism	15
CCTS	Computer Arts		4 Honours project	2
CCTS	Computing		1 Study skills	35
CCTS	Computing		1 Exam preparation	25
CCTS	PGDip IT		5 Critical reading, note taking	9
CCTS	Software engineering		4 Exam preparation	30
DBS	Accountancy		1 Exam preparation	13
DBS	Business studies		1 Study skills	180
DBS	Business studies		3 Study skills	40
DBS	Business studies		3 Essay Writing	25
DBS	Business studies		3 Essay Writing	5
DBS	Computing		4 Time management	22
DBS	Marketing		3 Exam preparation	20
DBS	Marketing		3 Exam Preparation	3
DBS	Marketing		4 Exam preparation	18
DBS	Marketing		4 Exam preparation	7
DBS	MBA		5 Plagiarism	40
SCS	Biotechnology		5 Introduction to study skills for Masters students	8
SCS	DipHE Civil Engineering		1 Writing skills	15
SCS	DipHE Civil Engineering		1 Exam preparation	15
SCS	Science		1 Essay Writing	8
SHS	Nursing		1 Reassessment / exam advice	14
SHS	Psychology		1 Study skills	60
SHS	Psychology		1 Stats Help	25
SHS	Psychology		1 Stats Help	23
SHS	Psychology		1 Data Entry	10
SHS	Psychology		1 Stats Help	8
SHS	Sociology		1 Exam preparation	120
SHS	Sociology		1 Exam Preparation	100

Table 3 - pro-active dissemination:

Topic	Date	Description	Leaflets distributed
Exam preparation	3.12.04 - 22.12.04 (20 working days)	Posters with '10 commandments' for successful revision and exams.	120 produced; 108 collected (10 taken to LDHEN).
Getting better at what you do - critical reflection	22.12.04 - 7.2.05 (25 working days)	Guide on steps to critical reflection on how semester 1 had gone and preparations to improve things in semester 2	170 produced; 74 collected; 70 to Hazel Parker for Nanchang / MSc Biotech Jan intakes; 20 taken to LDHEN conference
Honours Project	26.1.05	Intro to things to think about plus link to Honours Project Guide on intranet and details for appointments with advisors	600
Studying on your own: a survival guide	2.2.05	Leaflet on managing independent study	180 produced; 174 posted
[Honours project deadline reminder poster]	7.2.05 - 18.2.05	Poster reminding Honours students of how much was involved in completing their project.	No leaflet (link to honours project webpages)
SQ3R	18.2.05 - 22.3.05	Guidance on effective critical reading	100 produced; 100 collected
Maths & Stats: sources of extra help	23.2.05	Leaflet on why putting in extra work on maths / stats modules is important and sources of extra help (websites, library books, bookshops)	180 produced; 173 posted
Referencing	22.3.05	Plagiarism warning and referencing advice	350 produced; 173 poster; 170 collected; electronic version to Catherine Rice for use.
Exams & revision	11.4.05	4 leaflets covering revision, essay exams, multiple choice / short-answer question exams, question words.	200 of each produced; 100 of each to CCTS for inclusion in mailshot to applicants taking Highers.
How was your year	2.5.05	Board inviting contributions on the best and worst things from individuals' sessions, with post-its to write up thoughts.	c.150-200 contributions.
Reassessment guide	19.7.05	Guide to retaking courseworks and exams	949 posted to home addresses; follow-up email to all university accounts plus personal email addresses where available.

Table 4 - website:

	Homepage	difference	Database	difference
September	-		-	
October	-		-	
November	480	-	111	-
December	851	371	226	115
January	1663	812	463	237
February	2301	638	630	167
March	3233	932	862	232
April	3968	735	1015	153
May	4676	708	1177	162
June	5463	787	1372	195