**‘Tried and Tested’**

**Improving Module Attendance and Attainment**

**School:** Sport and Exercise Science

**Level of intervention:** School Course Module

**Contact:** Michelle Morgan or Andrea Faull: [m.morgan@worc.ac.uk](mailto:m.morgan@worc.ac.uk); [a.faull@worc.ac.uk](mailto:a.faull@worc.ac.uk):

|  |
| --- |
| **Reason for taking action:**  To increase student attendance in SPRT3009 Group Dynamics module and, in so doing, to increase engagement and achievement. |
| **Description of intervention:**  **Stage 1**  We used an online assessment tool (Type Dynamics Indicator, available from UW Careers\*) which all students completed during Week 1. This tool profiles students in terms of wants, needs and personality when working with others and formed the basis of the ‘Profiles’ to be used within the group selection ‘draft’.  \*<https://www.worc.ac.uk/careers/psychometrics.html>    **Stage 2**  We utilised an ‘anonymous draft’ to create the working groups. Students were selected in rounds by an identified team captain using information such as; attendance percentage, perceived strengths and weaknesses, self-scored levels of ‘*wanted’* Control, Inclusion and Affection (aligned to FIRO-B\* profiling areas) along with their personality type from the Type Dynamics Indicator.  \* <https://careerassessmentsite.com/tests/firo-business-firo-b-tests/about-the-firo-b/>  We chose to utilise this method of building the teams (*group drafting approach)*, rather than allowing students to self-select their group in an attempt to make students more accountable (to others), which in turn we hoped would improve attendance and engagement at lectures, as non-attendance would hinder, not only their own development, but could also negatively impact on their fellow group members.  Students were required to undertake 7 weekly tasks which formed a portfolio (40% of module grade). In order to complete the tasks students were reliant on themselves and other group members e.g. to share data, undertake activities or allocate roles and responsibilities. Module staff reasoned that if individuals knew that their team depended on them in order to achieve a good grade they would feel responsible to their group, thus impacting positively on attendance and engagement. |
| **Results and Evaluation:**   * Mean module attendance was 87%, * 63 (of 117) students had 100% attendance * 89.7% had an attendance record of 70% or above. * Module results for the year saw 34% of the cohort gain an A or B grade compared to 20% in the previous year. * Overall pass rate increased from 82% to 91%   NB Module was nominated for a SU Teaching Award (for Module Excellence)  Examples of module feedback:  ‘***the draft was a fun and innovate way to create teams***’, ‘***being put in a team with people I didn’t know helped increase my confidence***’ and ‘***being selected into teams made it more realistic to the everyday environment***’, ‘***getting to know other people’***, ‘***meeting new people’*** and ‘***working with people I would not normally work with’*** |
| **Resources:**  UW Careers Type Dynamics Indicator Assessment Tool (online) |