"I was left confused more than anything"

Exploring students' experiences of finding and accessing academic writing support

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Why we did it

- Rich and diverse provision of support and development

- Different guidance and advice on different aspects/challenges

- Our experience: variety inhibits student access to writing support

- We wanted to know their perceptions of accessing provision at a time and level suitable to them.

What we did

- PTAS small grant (book tokens)

- BOS survey

  – MHSE Ethics

  – Student Surveys unit

- Sent to 3068 PGT (AY 17/18, ⅓ total cohort)

- N=357 (3.9% total PGT)

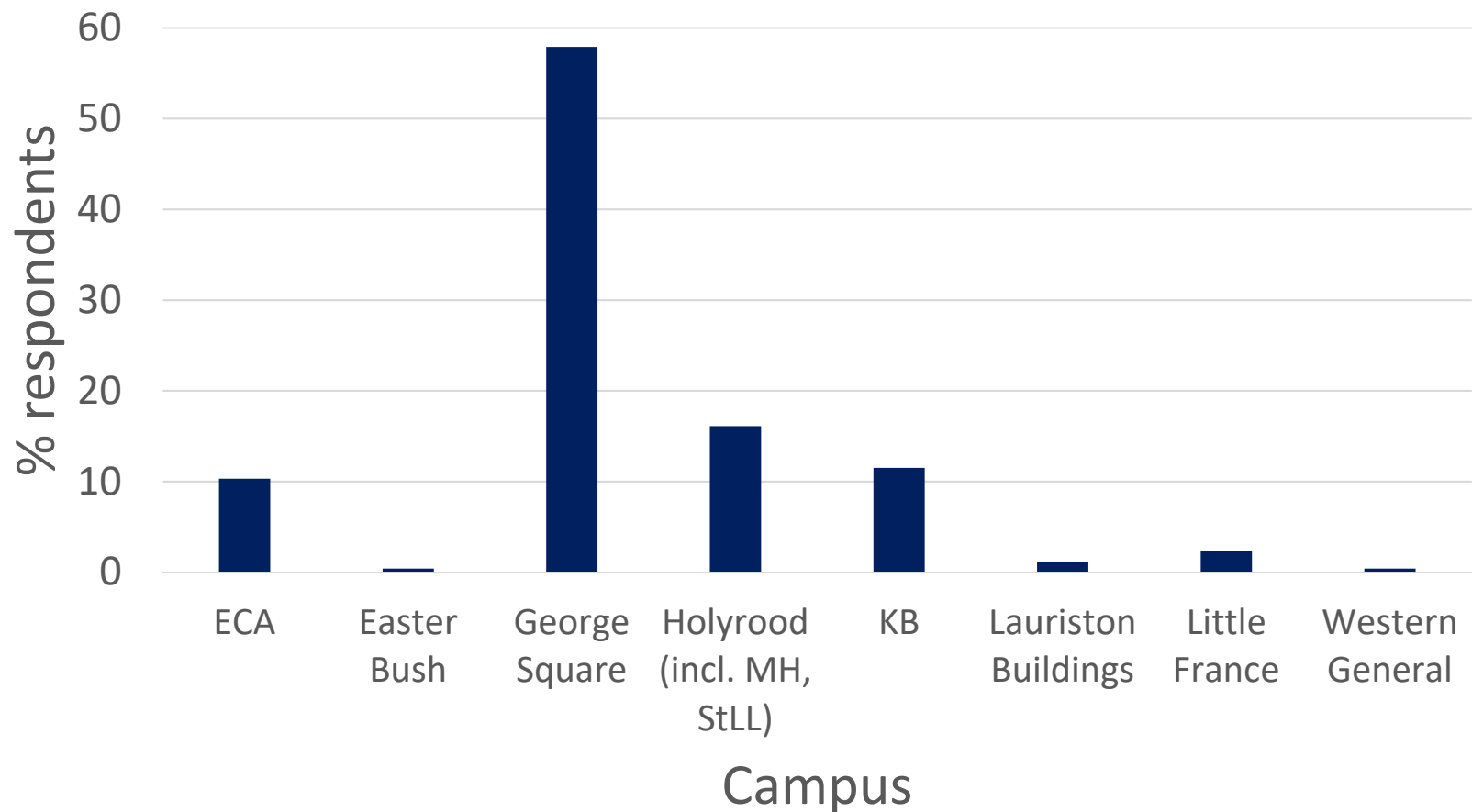 – 95.2 % PGT; 3.6% PGR; a couple of outliers; 1UG…?!

What we asked

10 questions designed to elicit student attitudes and perceptions of finding and accessing writing support.
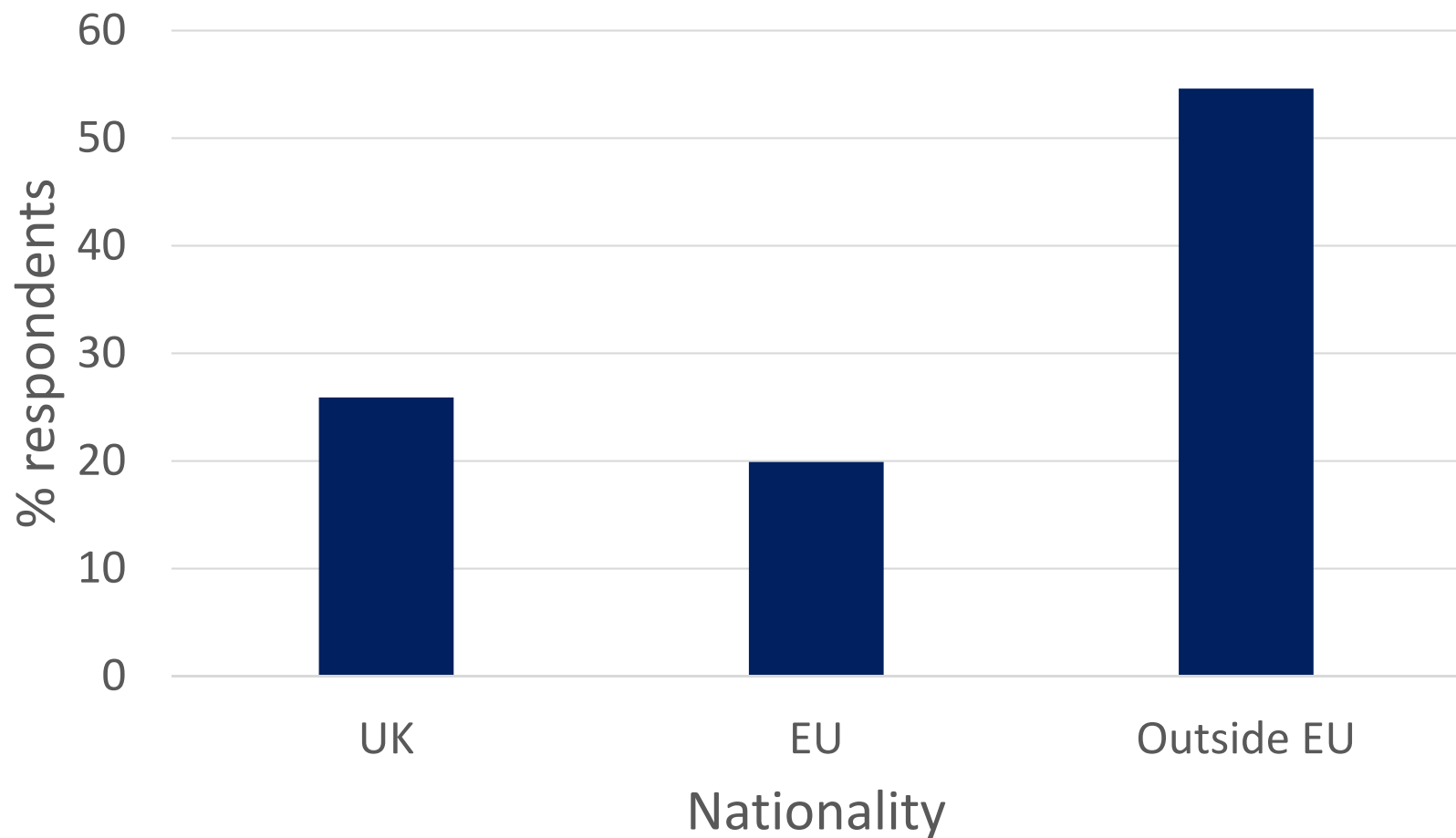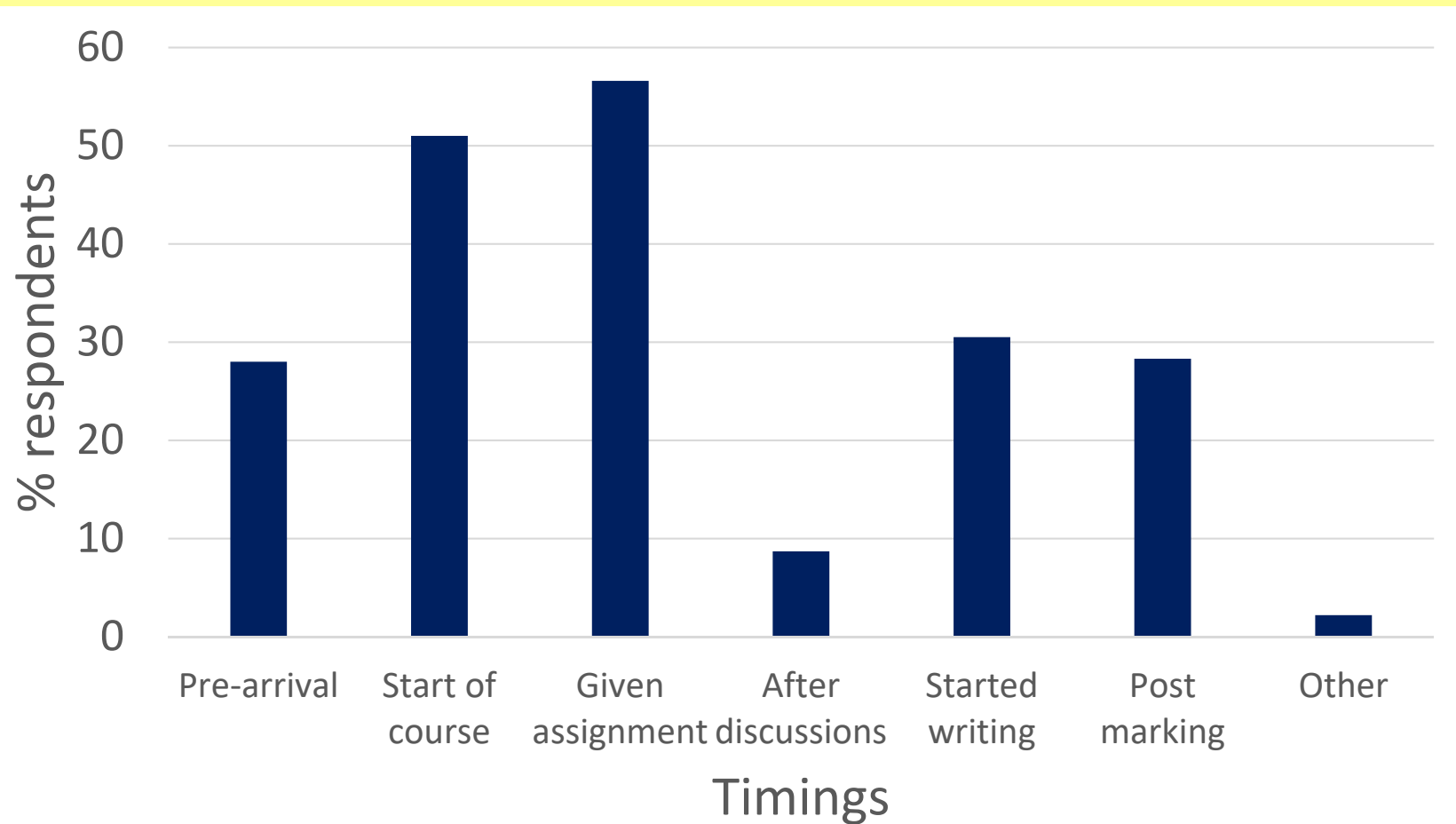
Main teaching location of on-campus respondents (Q2a)

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Nationality of respondents (Q4)

What we found – a mixed bag!

- Didn't know where to look
- What they found was good quality
- They want:
  - One to one support
  - Subject specific support
- Online students felt unsupported
- Confusion over IAD and ELE roles

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What we do

- <u>English Language Education</u>
  - Online: tutorials, independent study materials
  - On-campus: in-sessional support (incl. 1-2-1), School specific support, supporting staff
- <u>Institute for Academic Development</u>
  - Online: workshops, learning resources
  - On-campus: workshops, 1-2-1s, Schools specific support, supporting staff

Where next….

- Map provision from across the university (knowing what and where)
  - Helps us respond better to students' needs and expectations
- *"…there should be an online platform where all courses are…"* (Q15)
- Develop a resource (tool?) to aid students to find and access support when **they** want/need it