

# Attrition: Student Support and Retention

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# Aim

- To provide an opportunity to explore collaborative approaches in effectively managing student attrition and retention from pre-registration programmes, in order to ensure a sustainable workforce of the future.

# Objectives

- To provide a focus of discussion on retention rather than attrition and what we know about protective factors
- Explore opportunities to build upon partnerships in a context of change
- Sharing good practice

# Context



# Attrition

- Data / Rates
- Impact - Micro, Meso and Macro

(Unwin et al 2009)

- Types
  - Inevitable
  - Acceptable
  - Avoidable

# Factors associated with non completion

- Intrinsic and extrinsic  
Age, Sex, Education, Personality, personal responsibilities, Year one, Course organisation, Clinical placements, Academic workload
- Complex and multifaceted  
( Pryjmachuk et al 2009 and Fowler and Norrie 2009)
- Push and Pull factors

(Young et al 2007)

# What has been done so far?

- Research studies
- HEA (Paul Hamlyn foundation) retention programme
- DH good practice guide and National learning set
- Focus is changing to consider retention rather than attrition
- Evidence based approach to improving retention through the student experience
- Want to develop a community of practice for healthcare programmes

# Retention

- Tinto's (1987) model of integration
- Adaptation and assimilation (Young et al 2007)
- Risk assessment
- Protective factors



# Protective factors

- Motivation and goal-centredness, resilience and self efficacy
- Academic Integration - pre-course and early course preparation, clear expectations
- Socialisation into workplace - support during early placement experiences
  - Befriender schemes
  - Lecturer visits, tripartite meetings
- Personal support – academic tutor system, access to student support services
- Building resilience (study skills, personal effectiveness, action planning)

# Retention strategies

- Organisational commitment
- Understand local perspective
- Ensure all stakeholders have understanding
- Transition to higher education
- Pre-entry preparation
- Develop a sense of belonging through induction, student centred learning and social integration (Jones 2008)
- Student support and development
- Curriculum
- Performance and progression: Tracking
- Quality of the student experience

# Key areas for discussion

- Discussion of the shared responsibility
- How will the changes in the NHS and Higher education impact upon retention
- How do you support students in your organisation
- How flexible are the systems in place to manage the student experience
- Do assessment strategies encourage learning and development
- What strategies do you have to foster the development of personal resilience and self efficacy skills in students
- What are the barriers or enablers within your organisation