**Preparation for Higher Education student development and tutor plan**

Please refer to the SWAP website for tutor documents relating to prep for he.

<https://www.scottishwideraccess.org/west-prep-for-he-phe-guidance-for-tutors>

The “Prep for HE development outline” provides the foundation for the new prep for he development.

The student development and tutor action enquiry plan builds on the development outline.

Prep for HE develops independent learning skills as well as the competencies identified in the “european framework for personal, social and learning to learn competencies”. The european framework outlines the competences and then uses an awareness, understanding and action model to show how students are learning and developing. We have adapted this for each section of our prep for he development. Due to the more formal nature of the adult learning in the SWAP programme we have combined the awareness and understanding sections.

We have used the concept of action to show students how the competencies can be evidenced and how they can see their own development. That work will mainly take place in the look back and look ahead sections of the prep for he.

We have also included a tutor activity section to give you some initial thoughts as to how you can develop the students. Either during the college prep for he timetabled slot or providing students with pointers on how they may develop the work.

If you can spend a bit of time reflecting on how useful the exercise has been or what techniques worked and didn’t work, we will be able to use this to improve the materials. We hope this will be a useful learning tool for yourselves and provide evidence to our college and university partners on how beneficial prep for he is as a guidance tool for widening access students.

SWAP programmes welcome innovation and a sharing of good practice in our guidance work. We welcome your engagement with us on our new prep.

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| PHE exercise | **Learning to Learn**  Critical thinking  Engaging with your own potential learning and progress  Self-management of learning | **Social**  Communication  Collaboration  Empathy | **Personal**  Self-regulation  Flexibility  Well-being | **Awareness & understanding** | **Active** | **Tutor activity / enquiry** |
|  | | | | | | |
| 01 induction | Develop competencies through the year | Part of a partnership  Strong support and guidance  Part of a SWAP class, support one another | Responsibility for own learning | SWAP programme model  How the model supports my progression | Read learner agreement  Questions at induction visit  Register for SWAP | Arrange induction visit  Discuss SWAP model and learner agreement  Does it support engagement. Provide re-assurance for students? |
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| 02 intro to prep | Awareness of my potential as a learner.  How prep and guidance combine with academic work | Key role of class tutor | Make time for work. Benefits of reflection for development | Learning through multimedia.  Use of read, write, and listen | Reflect - look back and look ahead | Ensure students have started to write something about themselves. Discuss how it can be difficult to reflect on ourselves.  Provide examples of how students have seen themselves develop by using these tools.  Use prep time to ensure everyone writes something. |
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| 03 Prepare to be successful | | | | | | |
| 03A balance and well-being  Time management & effective study | How developing wellbeing can improve learning  Self – management of learning | Impact of stresses of learning on others.  Effective use of time to develop positive impacts of learning | Well-being  Self-responsibility | Developing strategies for time management and holistic impact of learning.  Benefits of planning | Pick at least 1 activity to develop well-being  Tools to record and evaluate changes | During prep time use former student examples where they have benefited from time management tools. Talk through benefits.  Share suggestions for example volunteering in college on how students can grow.  Prompt that this section will be re-visited. Give something a go. No right answers. |
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| 03B Expectations and how to cope with learning  Reflect on learning and skills | How learning is impacted by your environment. Not on your own. | Communication  Collaboration  Importance of peer learning and support | Self-regulation  Flexibility on learning. Setting of manageable expectations | Importance of how to learn and the social impact of learning.  Skills I have and can use | Articulate skills I have.  Consider potential difficulties and how these can be worked through | Podcast discussions on settling in  Students talk or write about their learning in a positive way.  Look at learning as solution focussed.  Prompt talk about learning journey |
| PHE exercise | **Learning to Learn**  Critical thinking  Engaging with your own potential learning and progress  Self-management of learning | **Social**  Communication  Collaboration  Empathy | **Personal**  Self-regulation  Flexibility  Well-being | **Awareness & understanding** | **Active** | **Tutor activity / enquiry** |
| 03C  Developing positive learning mindset  IT / online learning | Evaluate impact of thinking about learning  Impact of IT and online learning. How it can be developed further | Impact of learning on others. What happens when I start thinking positively?  How does IT make me more of a social learner | Impact of learning on myself.  Impact of IT learning on well-being. | Develop a critique of mindset.  Positive of learning online. Handling disadvantages. Developing solutions | Look ahead on how positive mindset may support learning  Evaluate impact of IT and online learning. Reflect and improve | Group discussion on mindset. Consider advantages and disadvantages of the approach.  Feedback on online learning. Use it to consider areas of enhancement. Pick up any student IT struggles |
|  | | | | | | |
| 03D  Accept and offer Support  Time management and study environment | Self-management of learning  Critically evaluate successes – consider how to develop | Impact on learning on others. | Well-being  Self-responsibility | Importance of support for progression. Thinking ahead  Re-enforcement of Prep activities. Is OK to re-evaluate | Participate in group activity on support  Reflect on success of time management strategy | Prompt group activity on how college support can develop learning  Safe discussion on success of time management strategy. How it can be improved, progressing to 2nd half of SWAP. |