



Activity name	Tranche 7 Study Skills
Date	Sept 2022 - Aug 2023
Total number of students	~1602
Total number of target students	~766
Institutions involved <i>* Institutions that completed surveys</i>	All Saints Church of England Academy*, Bodmin College*, Bridgwater College Academy*, Buckler's Mead School, Coombe Dean School*, Eggbuckland Community College, Marine Academy Plymouth, Plympton Academy, Plymstock School, Robert Blake School*, St Boniface's RC College*, St James School*, Teignmouth Community School, The Spires College, Tor Bridge High*, Torpoint Community College*

Introduction

The Study Skills sessions, aimed at pre-16 students, are designed to develop revision skills in preparation for GCSEs. The sessions aim to address the barrier to HE Progression of a Lack of Soft Skills. The activity intends to increase students' confidence in their ability to use study skills effectively to prepare for exams by 1) increasing their awareness of different learning styles and techniques, 2) increasingly their ability to identify their own preferred learning styles, and 3) increasing confidence in their ability to study independently.

The target for these workshops was an 'increased confidence in the ability to use study skills effectively to prepare for exams by 60% or more of students'. The sessions were evaluated using post-activity evaluation surveys, including quantitative and qualitative questions.

Results

The following figures and table show the participant responses for these surveys.

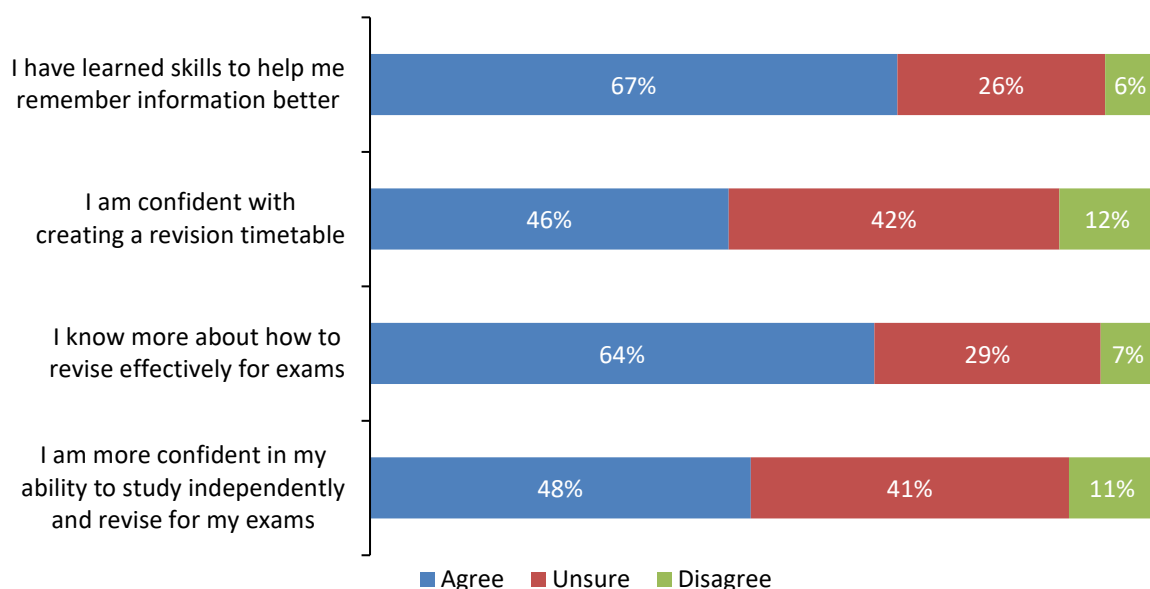


Figure 1. Students' levels of agreement to statements about the Study Skills sessions



The Study Skills workshops have equipped students with essential exam-related skills, such as remembering information and revising effectively. While some students also reported gaining confidence in creating revision timetables and engaging in independent study and revision, the positive responses in these areas were lower than anticipated.

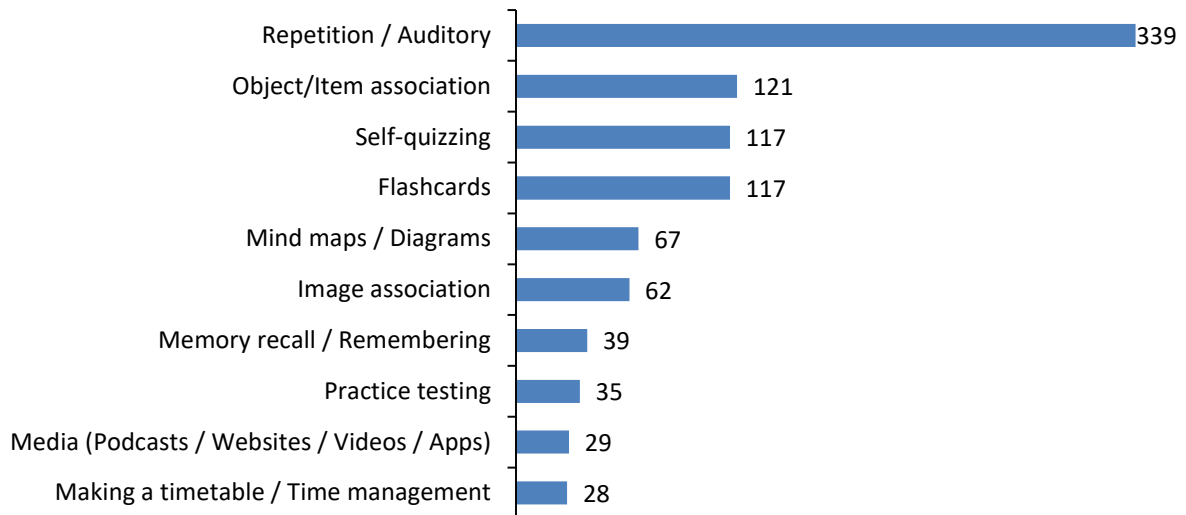


Figure 2. Top 10 responses of a revision or study skill that the students learnt about in the session

The Study Skills workshops have also afforded students the opportunity to discover a range of useful revision or study techniques and practices. The majority of students commented on the repetition and object/item association techniques they learned. Many students also responded with more than one example of a skill they had learnt. Overall, students’ responses included twenty-seven distinct revision techniques and skills.

Table 1. Students’ feedback on what they considered to be the most useful thing that they gained from the Study Skills workshop

Thematic category	Number of responses	Quotes from students
Revision tips, techniques & practice	392	<i>“A wider range of revision techniques and practise to figure out which ones work and which ones don’t”</i> <i>“How to revise effectively and work it into my daily routine”</i> <i>“Learning to remember by using repetition”</i>
Time management IAG	67	<i>“Writing down my typical day to find where I have free time.</i> <i>Making a loose revision timetable”</i> <i>“Learning how to manage my time better”</i>
Wellbeing & stress management IAG	21	<i>“The importance of de-stressing and relaxation”</i>
Nothing / Not sure	20	<i>“ Not much, none of the revision techniques helped me...”</i>
Useful info/media resources	19	<i>“Knowing what apps to use to help with revision and stress”</i>



Confidence / Motivation / Positivity	14	"How to motivate myself"
Careers / Future education knowledge	4	"A little more insight into level 3 and 4 courses"
Negative comment	3	"Revision is boring and takes too much time"
Everything	3	"All of it"
Speaking with Student Ambassadors	1	"Talking to university students about how they revise"

After the workshop, students were able to reflect on their learning and what they gained from their participation. The most beneficial aspects were learning information and strategies relating to revision, with the opportunity to practice techniques. Additionally, students' feedback indicated that exploring time management approaches was also valuable.

Outcomes Achieved

The Study Skills sessions have successfully achieved two out of four targets:

Table 2. Study Skills – Outcomes achieved in T7

Barriers to HE progression	Short-term outcomes and targets	Indicators	Evidence
<i>Soft skills</i>	Increased confidence in the ability to use study skills effectively to prepare for exams for ≥ 60% of students	Students have an increased awareness of different learning styles and techniques; an increased ability to identify their preferred learning style(s); increased confidence in their ability to study independently	67% of students had learned skills to help them remember information better – Achieved 46% of students were more confident with creating a revision timetable – Not Achieved 64% of students know more about how to revise effectively for exams – Achieved 48% were more confident in their ability to study independently and revise for their exams – Not Achieved

Conclusion

The goal of having 60% or more of students increase their confidence in using study skills effectively to prepare for exams was partially met. The target was surpassed in areas such as learning skills to help remember information (67%) and understanding how to revise effectively for exams (64%). However, the desired target was not met for 'confidence with creating a revision timetable' (46%) and 'confidence in their ability to study independently and revise for exams' (48%). Despite this, there has been a positive overall shift in students' knowledge and capabilities regarding exam preparation and study techniques.