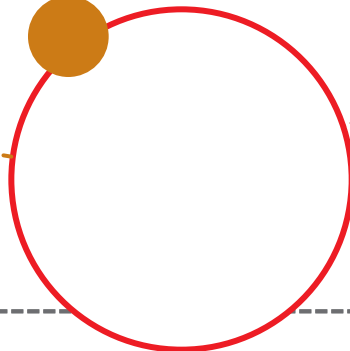
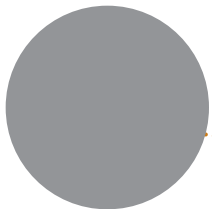


# Successfully making the transition into Higher Education and progressing through your degree

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Alison Griffin, Jonathan Nassar and Natalie Hyde

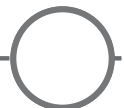
Supporting BTEC Students' Success Symposium – 30<sup>th</sup> April 2018



# “Retention is as important as access”

The UCAS End of cycle report 2017 shows us that UK 18 year old students holding BTEC qualifications has grown year on year with more than ever being accepted to medium and higher tariff institutions.

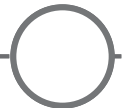
However, much needs to be done to prepare these students for the world of HE and to support them once they are placed.



# Setting the scene

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- **What prior qualifications are students holding? (UK)**
  - 60.6% - A Levels only
  - 11.1% - BTECs only
  - 7.9% - BTEC and A Level combination
- **National retention** – 6.3% of young undergraduate students dropped out of their first year studies before the start of year 2 in 2014/15
  - SMF, *On course for success? Student retention at university* (2017)
- There is a greater need for transparency from universities in published information about the content of courses so that students can make suitable and aspirational choices during the application process.



# University of West London

## Focus on preparing students for HE

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### Where do our students come from?

Large mature cohort

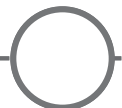
Common prior qualifications

Subject specific patterns

### The Refining stage

Offering unbiased support to prepare students to make appropriate choices

Broadening students' knowledge of opportunities within courses and universities



# University of West London

## Focus on preparing students for HE

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### **Myth busting (KS2)**

Discussing careers

Breaking down barriers

### **Progressing (KS4)**

Raising attainment

Exploring course options

### **Exploring (KS3)**

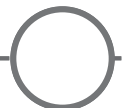
Looking at subject options

Understanding HE

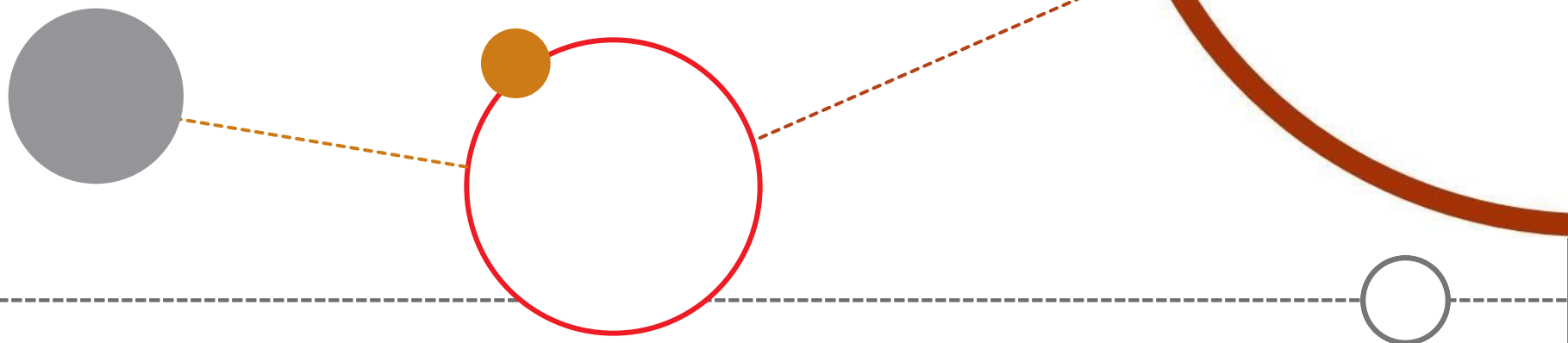
### **Refining (KS5)**

Investigating opportunities

Specialist guidance



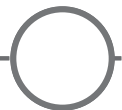
# Engagement Team Activity



# Summer Provisions

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- **Widening Participation Study Skills Summer School (SSSS)**
  - Organised by Outreach Team
  - WP Offer holders
  - 3 Days
  - 2015 – 39 students (Engagement Team not involved)
  - 2016 – 29 students
  - 2017 – 34 students



# Entry Qualifications

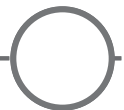
<b>2015</b>	
A Level	2
All other Level 3	30
Level 4 or above	7
<b>2016</b>	
A Level	3
All other Level 3	16
Level 4 or above	10
<b>2017</b>	
A Level	2
All other Level 3	20
Level 4 or above	12



# Progression of SSSS Participants

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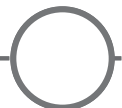
<b>2015</b>	<b>39</b>
Current student	29
Not a student	10
<b>2016</b>	<b>29</b>
Current student	25
Not a student	4
<b>2017</b>	<b>34</b>
Current student	30
Not a student	4



# Actions

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- **Widened summer opportunities**
  - One Day workshops
  - Target vulnerable populations
    - Eg. Unsuccessful applicants to SSSS / Clearing students / Deferrals / Direct Entry
- **2016 – 2017 Level 3 cohort**
  - Involvement in School-wide L3 module.
- **Extended Induction**
  - Introduction to HE and Study Skills to all level 3 & 4 students
  - Engagement Team / Library / Careers / IT Services



# What do we do?

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- **Academic (and personal) Drop-ins**

- Daily
- One-to-one
- No appointment needed

- **Academic Workshops**

- 3 – 5 workshops a week
- 2 Hours: 1<sup>st</sup> hour – theoretical. 2<sup>nd</sup> Hour Practical (Student led, facilitated by staff)
- No appointment needed

- **Peer Mentoring**



# Other Activities and Opportunities

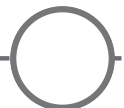
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- **Outreach**

- Targeted phone calls & emails to students who are “at risk” due to low engagement.
  - Non-Attendance
  - Non-Submission
  - Mitigating circumstances
  - Known cohorts (late enrolments, clearing students, low entry qualifications etc.)

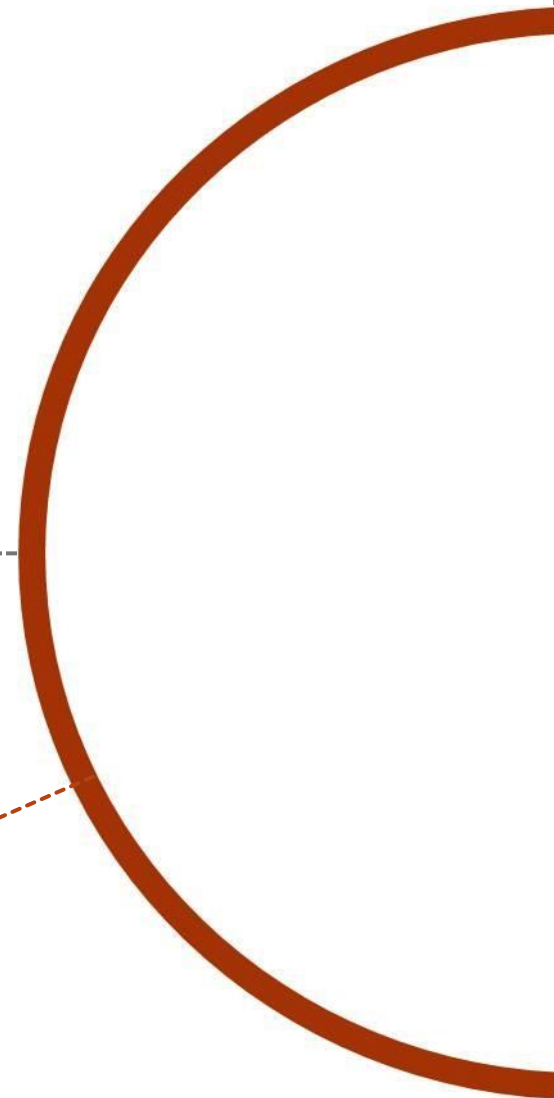
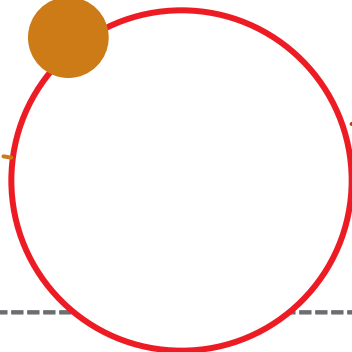
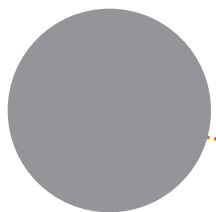
- **‘Shared Experiences’**

- A platform for open discussion
  - Dyspraxia
  - BAME
  - Future plans – Mature & Student Parents / Commuting students



# Questions?

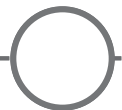
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# Current Profile of Service Users in 2017/18: BAME students

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- The Drop-in Support Service has been visited by over 500 students, with over 1200 visits, in 2017-18 to date.
- 73% of these students were BAME students, predominantly Black (46%), which is higher than the overall university percentages of 55% BAME and 29% Black.
- Academic Skills Workshops are proving popular with 406 individual attendees and 660 visits overall. 73% of this population are also BAME students and Black students in particular (49%).
- Over 50% of both Drop-in and Workshop attendees are from L3 & L4.



# Current Profile of Service Users in 2017/18: Age of Students

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## **Drop-ins:**

- 20.6% of Drop-in Support visitors are aged between 30-39 years, compared to the overall university percentage of 16.2%.
- 26.5% of visitors are 40+years, compared to overall university percentages of 13.6%.

## **Academic Skills Workshops:**

- 22% of Workshop visitors are aged between 30-39 years, compared to the overall university percentage of 16.2%.
- 36% of visitors are 40+years, compared to overall university percentages of 13.6%.

