



## IAG Longitudinal Study

Supporting Transitions into and through Higher  
Education

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Joanne Charlesworth

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## **1. Acknowledgements**

Many individuals have contributed to this project, specifically Heather Savage (ShIPLEY College) Graham Austerberry (Bradford College) Andrew Cawtheray (Wakefield College) Michelle Sowe and Cleo Greenwood (Leeds College of Building) and Alison Lester (Calderdale College) who without their knowledge, support, persistence and contributions, this project would not have been achieved.

## **2. Executive Summary**

This report presents an overview of the project undertaken by the West Yorkshire Lifelong Learning Network in association with network partners.

Following the experiences and thoughts of a select group of non-traditional learners progressing into and through Higher Education, it provides a valuable insight into the types of information and support that learners need to enable them to make informed decisions around Higher Education choices and smooth transitions into and through Higher Education.

## **3. Background**

It has recently been noted in national press with reference to the Push Survey<sup>1</sup>, those starting university this autumn (2010) are expected to owe on average £25,000 by the time they graduate.

In an era where the costs of making unformed decisions are so high both to the learners and Higher Education institutions, it is critical that individuals are offered appropriate support and guidance to enable them to make informed decisions around Higher Education choices.

The work of The West Yorkshire Lifelong Learning Network (WYLLN) identified the need to explore and understand vocational and work based learners' experiences and influencers when progressing into and through Higher Education to help shape future IAG and learner support packages aimed at encouraging and supporting these learners through the process.

The aim of this project was to focus on the learner and capture what they think, 'The Learner Voice', this was achieved by maintaining structured contact and involvement with learners over 19 months through their journey into and through Higher Education.

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<sup>1</sup> <http://push.co.uk/This-month/In-the-news/Student-debt-approaches-25k/Debt-Survey-2010--Summary.htm>

Research and evaluation included interaction with learners through meetings and where possible focus groups, maintaining contact and building relationships with the learners during their journey into and through Higher Education.

The projects were based around the seven WYLLN Sectors and followed 5 vocational/work based learners in two consecutive years, final year in Further Education (FE) and first year of Higher Education (HE). Where supported learners moved to a HE provider outside West Yorkshire, measures were put in place to accommodate this learner within the project.

#### 4. Project Governance

A Project Steering Group was established to determine the direction and detail of the project. A key responsibility of all institutions participating in this project was active involvement in, and attendance at, the Project Steering Group and associated meetings. For the first three months, meetings were held on a monthly basis, following this, meetings were held termly.

The Role of the Project Steering Group was to;

- Collectively agree on and develop the evaluation framework and methodology
- Offer Peer Group support to the members of the group
- Through the project, Identify and share emerging themes and seek to inform future IAG custom and practice
- Actively promote the project and role of WYLLN
- Make recommendations on improving and shaping learner support to encourage the progression into and through HE for non-traditional learners.

This is a 19 month project commencing November 2008 and continued through 2009 completing in 2010.

Following a formal tendering process, the following institutions were selected to cover the WYLLN priority sectors

Name of Institution	Sectors covered
Wakefield College	<ul style="list-style-type: none"> <li>• Health, Social Care and Early Years</li> <li>• Management and Leadership, Innovation &amp; Enterprise</li> </ul>
Bradford College	<ul style="list-style-type: none"> <li>• Digital Industries including Creative Digital, ICT and Print</li> <li>• Financial and Business Services including Logistics and Retail</li> <li>• Advanced Engineering &amp; Manufacturing</li> </ul>
Leeds College of	<ul style="list-style-type: none"> <li>• Construction and the Built</li> </ul>

Building	Environment.
Calderdale College	<ul style="list-style-type: none"> <li>• Culture, Media, Sports and the Arts; Leisure, Hospitality and Tourism</li> </ul>
ShIPLEY College	<ul style="list-style-type: none"> <li>• Digital Industries including Creative Digital, ICT and Print</li> </ul>

A decision was taken to have two institutions covering Digital Industries, primarily because one of the institutions, ShIPLEY College does not deliver Higher Education where all the other institutions do, the study was keen to examine any differences in the guidance provided and required where individuals planned to continue studying HE in their FE establishment or moved to a different HE provider

## 5. Typical Learners

The criteria for selecting learners for the project was that they had previously received WYLLN funded IAG and were on IAGnow, they were in their last year of FE or first year HE at the start of the project and, all things being equal, planned to continue through/progress into HE in 2009.

The following provides a reflection from the institutions involved on the types of learners engaged in the project.

### 5.1. Bradford College

*'In all sectors the majority of the students were 19+ before entering HE. The majority were local and those in the initial FE cohort remained locally after progressing into HE. All those in the digital sector were studying at Bradford College. Indeed all those in the Digital FE cohort continued into HE with the college. Of those in the initial HE cohort several had dependants ranging in age from several months to teenagers.'*

Graham Austerberry, Bradford College

### 5.2. Leeds College of Building

*'The cohort were mostly non-traditional (vocational/WBL) HE learners, aged 19 – 45, seven being under 25. Majority of the 9 students live in Yorkshire and the majority from Leeds, one is an International student who lives in Leeds with a relative. 100% of the students progressed to HE study within Yorkshire.'*

Michelle Sowe, Leeds College of Building

### 5.3. Wakefield College

*'The Wakefield College cohort covered a wide demographic in terms of age and background. As well as young students going straight from level 3 course onto to*

*university, there were students who were moving from foundation degrees onto a 'top-up' BA Hons programme within the colleges own HE provision.*

*One of the most interesting groups was the mature female students undertaking the foundation degree in Young Children's Learning. This group had to undertake their studies because they were enrolled by their employers to meet government requirements for suitably qualified staff. As many of the students had not studied formally for some years and had not voluntarily chosen to study, they were very unsure about their academic abilities. To their credit they supported each other and worked as a team to overcome their apprehension. As a result they have flourished and their confidence has grown, with many of them considering further study or job opportunities.'*

Andrew Cawtheray, Wakefield College

#### **5.4. Calderdale College**

*The learners selected from Calderdale were mostly mature students, and so some of the issues affecting them were of a different kind to the typical 18 year old progressing from college to University. The majority live in their own homes, and if they have progressed into HE, they have stayed locally with the college, rather than move elsewhere. One thing that was clear was that most of them saw finance as a barrier to their studies, and quite a few were already in receipt of some kind of benefit. We will certainly be thinking about providing more information on student finance, and may deliver this as workshops, seminars or by producing further printed material. There may also be scope to develop our online resources to signpost students more easily to the relevant information.*

**Alison Lester, Calderdale College**

### **6. Retention of Learners**

Whilst learners had been selected based on their current commitment to study and their aspirations around completing a HE programme, it was recognised that some learners may not continue in education throughout the project.

The following statements from the participating institutions provide an insight into retention through the project.

#### **6.1. Bradford College**

*'Retention has been very good. One student left his HE course shortly after the first survey but has since returned. The response rate from the surveymonkey would seem to indicate that this is still the case as contact details in the main came from the college's registration system.'*

Graham Austerberry, Bradford College

## 6.2. Leeds College of Building

*'From the 11 students I have successfully tracked 9, two of them withdrew from the project, one has decided to travel abroad until the economic climate improves, the other student has been out of contact, despite a number of attempts at communication. Out of the nine, two of the students have not completed the final questionnaire (survey Monkey) this was due to a problem with the survey link, otherwise these two students have retained their commitment to the project'*

Michelle Sowe, Leeds College of Building.

## 6.3. Wakefield College

*'On the whole, retention of learners was very positive, with the majority of those taking part progressing onto their chosen courses or the second year of their studies. Unfortunately, three of the Health and Social Care FE students decided, for a variety of reasons, that they no longer wanted to progress onto university and would rather seek employment. This group remained part of the study to see if they would reconsider higher education after the experience of employment.'*

Andrew Cawtheray, Wakefield College

The non-continuation rates for students at an institution are of widespread interest, but need to be carefully defined and interpreted. HESA (Higher Education Statistics Agency) produce annual figures that detail how good institutions are at retaining their students. It is based on tracking students from the year they enter an institution to the following year (for full-time students) or the following two years (for part-time students) and provides information about where the students are in that year. In 2008/9, non-continuation rates within the UK were 7.2%<sup>2</sup>.

Within the Longitudinal Study, there were unique cases that provided an insight into some of the issues faced by learners within HE.

*One student within the study, plans to leave HE after his second year. He appeared to be depressed by the financial burden incurred from two year's loan without improved employment prospects, plus in his case he had taken on new dependents who would introduce a new financial burden.*

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<sup>2</sup> [http://www.hesa.ac.uk/index.php?option=com\\_content&task=view&id=1695&Itemid=141](http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1695&Itemid=141)

## **7. Methodology**

The project was broken down into three key stages aligned to the surveys, the following outlines the primary activities undertaken through the project

### **7.1. Stage 1 – Spring 2009**

Evaluation of vocational and/or work based learners guidance support leading up to entering HE ;[Appendix A]

A group of learners were identified within second year of FE who were considering entering into HE.

A group of vocational/work based learners that had been supported in 07/08 and/or 08/09 through WYLLN funding and had progressed into HE within West Yorkshire

All interactions were logged on IAGnow with target group

The Project Steering Group developed an evaluation framework that would be applied across all sectors

Experiences at the end of year were evaluated with a view to make recommendations on content of future IAG programmes

### **7.2. Stage 2      Autumn 2009**

A brief Progression survey was completed by the learners indicating whether they had progressed into either the first or second year of Higher Education. [Appendix B]

### **7.3. Stage 3      Spring 2010**

Evaluation of the targeted vocational and/or work based learners' experiences in HE within year 1 & 2

The Project Steering Group developed another evaluation framework that would be applied across all sectors to identify if perceptions on the guidance provided within Further Education had changed

## 8. Key Findings

### 8.1. Longitudinal Study, Spring 2009

The following information relates to the Longitudinal Survey completed in Spring/Summer 2009, 102 learners across the seven sector groups within FE or HE took part in this survey, full results may be found in Appendix A.

#### 8.1.1 Personal Circumstances

Learners were asked if any other members of their immediate family had studied Higher Education, 59% of the learners stated that members of their family had studied HE.

Over 90% of learners were living at home when at the time of the survey, there has been a general increase in learners studying within travelling distance from home. Within this survey a contributing factor is that a proportion of the learners are considered mature and studying part-time. Another contributing factor is that approximately 50% of the learners are in FE, typically it is expected this group would be living at home.

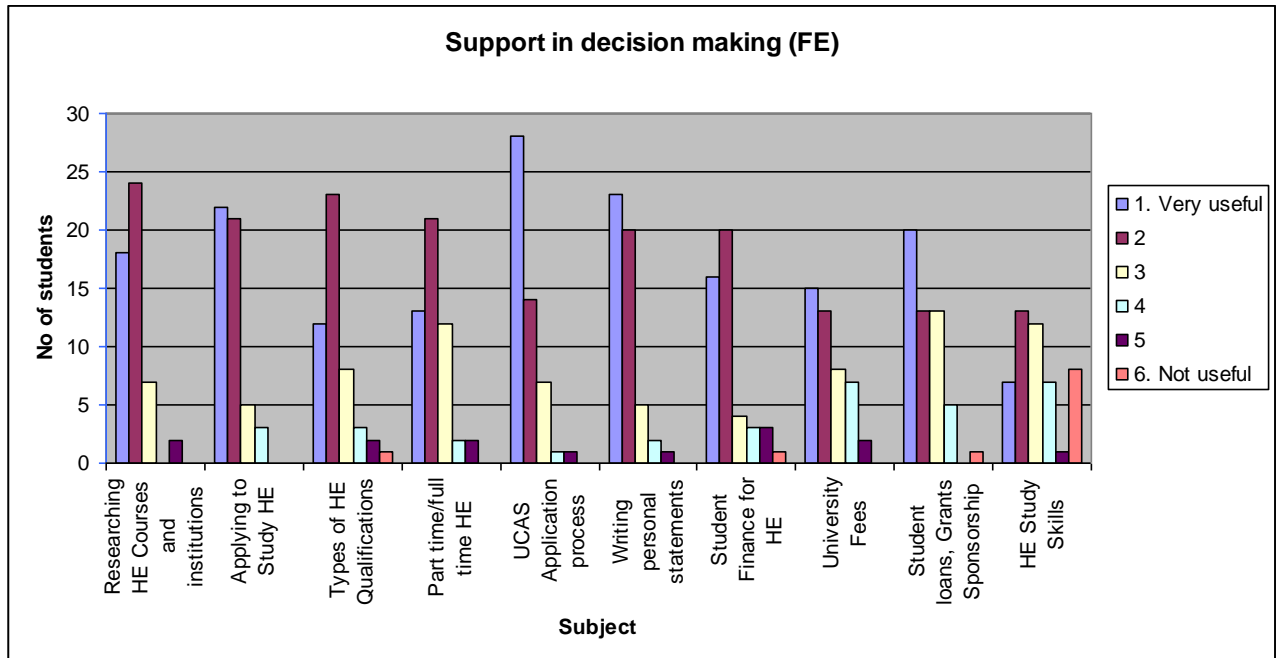
Learners within FE were asked about their perceptions on barriers to progression into HE, typical barriers included;

- Acceptance onto course
- Finance
- Confidence in meeting new people
- Work commitments and family circumstances.

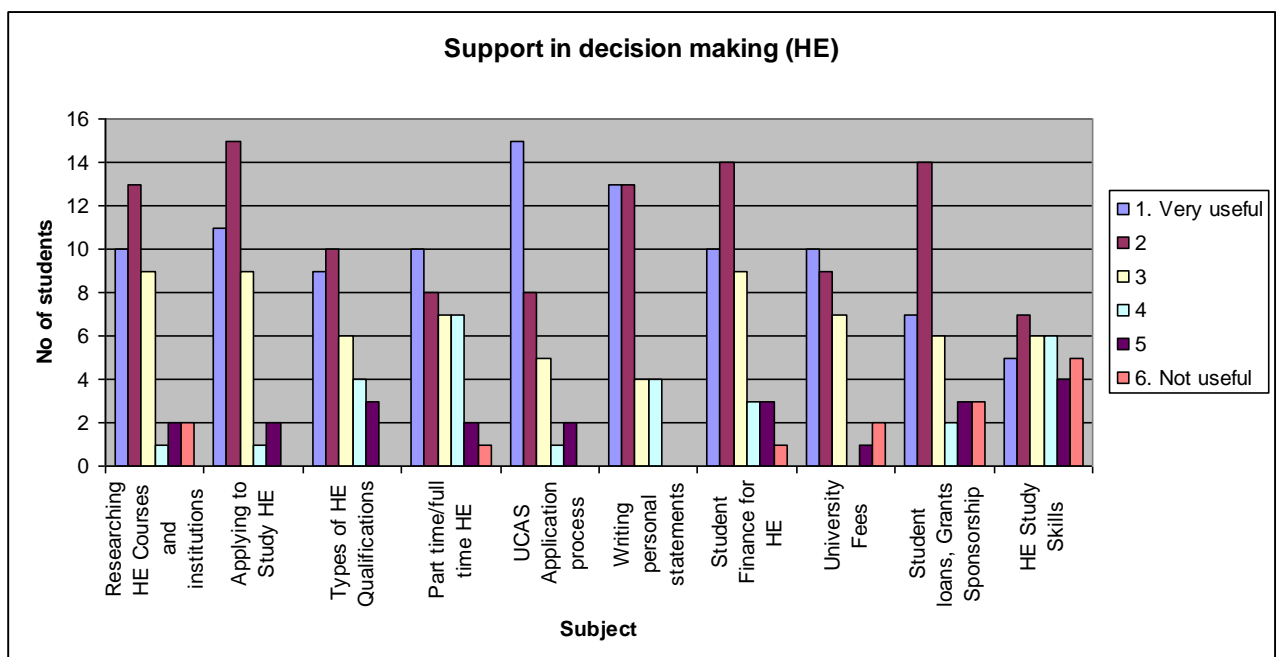
Over 75% of learners both within FE and HE were not receiving additional grants or bursaries from their HE provider, although it was recognised that some receiving institutions within the study offered reduced course fees rather than bursaries or grants and the learner may not be aware of this.

### 8.1.2 Support in decision making

FE Students were asked to consider the information they received and support sessions attended on subject areas related to transition into HE and to rate their usefulness on a scale of 1 to 6.



HE Students were also asked to consider the information they had received and support sessions attended whilst in FE and consider on reflection their usefulness on a scale of 1 to 6.



Students noted additional areas of support that would be welcomed including;

Parents' sessions

More on student finance and study skills

A session on specific job roles – know what your options are

Help to start researching in 1<sup>st</sup> year of FE

Ideally initial discussion on HE in 1<sup>st</sup> yr FE and session on study skills

Vocational options at HE

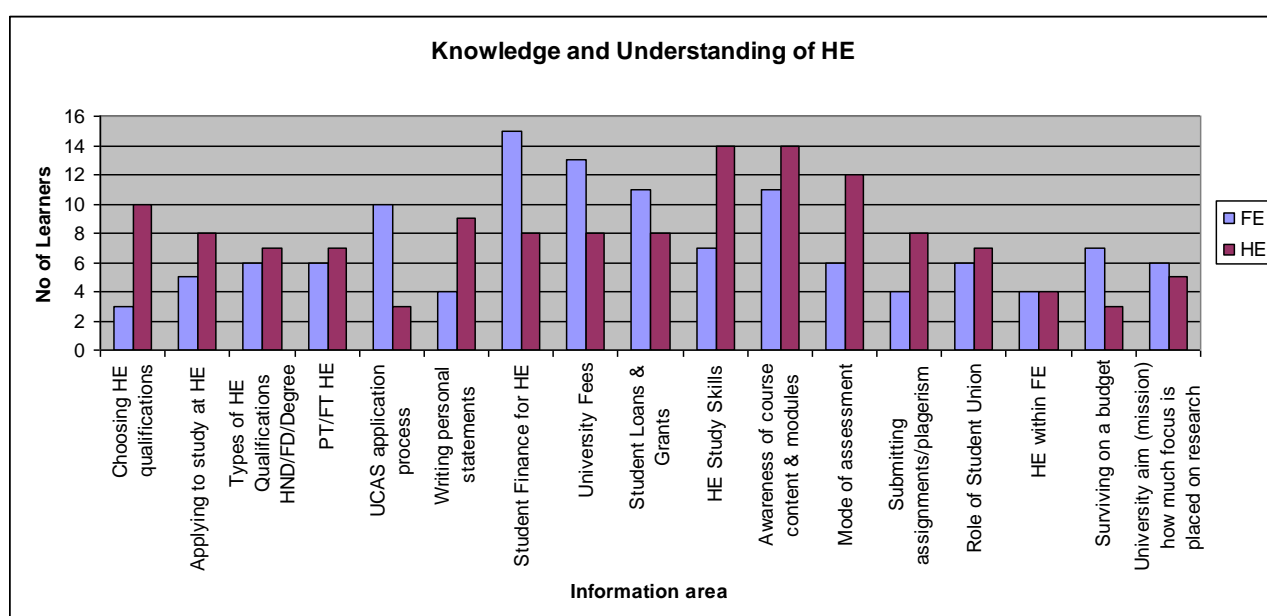
Student finance, surviving on a budget

### 8.1.3 Factors influencing HE Choice

Ratings	FE	HE
Most Important	Location	Course content
	Course content	Location
	Type of course	Living at home/away
	Living at home/away	Type of course
	Career aspirations/salary potential	Mode of learning FT/PT
	Mode of learning FT/PT	Career aspirations/salary potential
	Style of learning & assessing	Family/Personal circumstances
	Interaction & support from receiving university	Transport/travel arrangements
	Transport/travel arrangements	Cost/bursaries
	Cost/bursaries	Interaction & support from receiving university

	<b>Family/Personal circumstances</b>	<b>Style of learning &amp; assessing</b>
	<b>cost/availability/variety of Student accommodation</b>	<b>Social Activities</b>
	<b>Social Activities</b>	<b>cost/availability/variety of Student accommodation</b>
<b>Least Important</b>	<b>Peer group choices</b>	<b>Peer group choices</b>

### 8.1.4 Knowledge and Understanding of HE



### 8.2 Progression Survey, Autumn 2009

A progression survey was completed in autumn 2009 to assess whether learners participating in the survey in 2008/9 had progressed either into their first or second year of Higher Education.

The following information relates to this Progression survey, full responses may be found in Appendix B.

### 8.2.1 Learners progressing into 1<sup>st</sup> year of HE

	Bradford	LCOB	Wakefield	Shipley	Calderdale
Yes	23	7	9	6	4
No	3	0	3	0	4

### 8.2.2 Reasons for not progressing into HE

- Entered employment
- Re-applying for entry at Bradford University 2010 entry
- Placed to start Sept 2010 as course was full
- Realised no longer wanted to go to uni, working in childrens nursery
- Complex incident, issue raised by student following unconditional offer, place was withdrawn pending resolution.
- Did not feel ready, doing a lower level part time course

### 8.2.3 Hopes & Fears

Learners were asked what where there greatest hopes and fears around starting their HE courses;

*To pass my degree*

*Getting a good job at the end of my course. Not managing to get a job in the field I'm interested in. Not finishing my course with the grades I want.*

*I hope to pass my first year at uni and finally get my degree after that.*

*Pass with overall 50%.Managing time and possibly having to quit my job if uni work piles up.*

*Hoping to get used to independent learning very soon and getting through university with a high grade. Moving away from home after the first year.*

*Pass my degree and get a good job.*

*To successfully pass the course and find a job I would like. For the coursework and exams become too much and end up falling behind.*

*Finish course and getting a job. Falling behind with work etc.*

*That I'll be successful within the course and will keep developing friendship and confidence*

*Getting mega stressed out about things and plans over the next few months/years*

#### **8.2.4 Learners progressing into 2nd year of HE**

	Bradford	LCOB	Wakefield	ShIPLEY	Calderdale
Yes	15	3	10	3	6
No	0	1	1	2	0

#### **8.2.5 Reasons for not progressing**

Working in Australia, will only return to UK when economy picks up in UK

Planned restart in Jan

Transferred to same qualification at another Uni

#### **8.2.6 Hopes & Fears**

Learners were asked what where there greatest hopes and fears around progressing through their HE courses;

*I hope to come out or finish with good grades and be proud of myself. The fear has been not to fail any of my courses as I won't like to repeat my final year.*

*I hope that I can get a well paid job to support me during my studies and be employable.*

*I hope I can cope, keep up and pass. Do not want to fail. Illness can be a worry and time management. Very intense this year. Lack of resources in the library.*

*To complete 2<sup>nd</sup> year of degree and hopefully pass but worried about being faced with an assignment I cannot complete and managing time*

### 8.3 Longitudinal Survey, Spring 2010

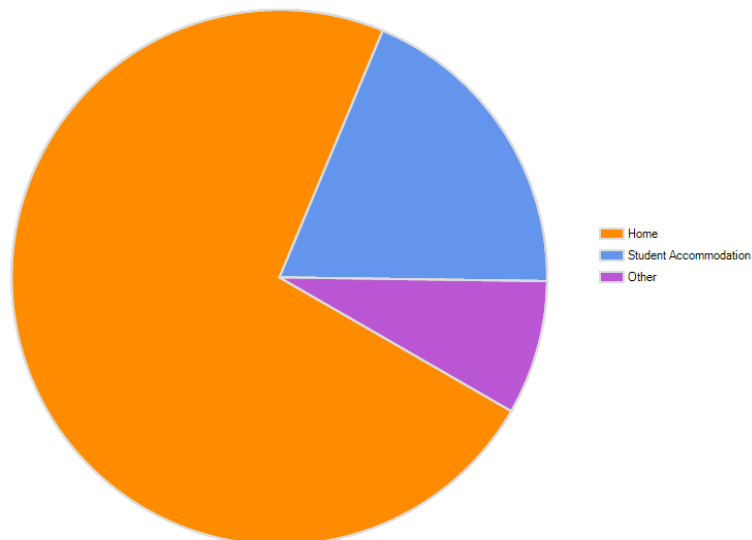
The final survey was undertaken in Spring 2010, Survey Monkey was used to conduct the research, this has enabled frank feedback from learners on their experiences. The aim of this study was to evaluate if perceptions had changed regarding the guidance provided in FE.

Full responses may be found in Appendix C, the following information highlights some of the key findings.

#### 8.3.1 Personal Circumstances

Reviewing the percentage of learners living at home, considering 100% of the learners within the survey are now within Higher Education, it was anticipated there would be an increased percentage staying away from home, however the findings do not support this as detailed below, 73% of learners responding to this question were living at home whilst studying at HE.

Are you living at home or in student accommodation?



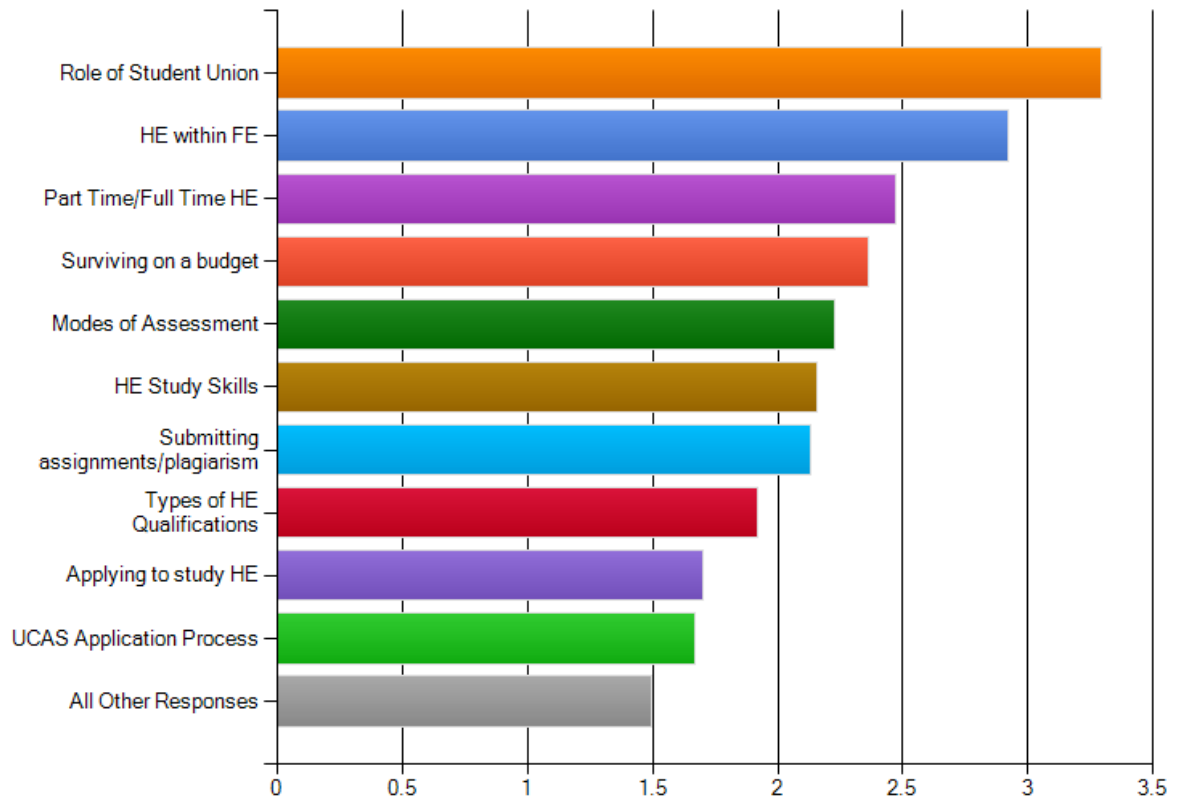
Learners were asked if they were receiving additional grants or bursaries, of the 74 respondents only 22% were in receipt of grants or bursaries from their university or college, a comparable response to that provided in the previous year despite the fact that all learners are now within Higher Education.

#### 8.3.2 Support in Decision Making

A list of topics covered within the guidance provided within FE were provided to the learners who were asked to consider on reflection if there were any areas that they felt were more

important and would have liked more information on. The following chart provides an overview of the average rating the learners offered each of the topics on a scale of 1 – 5.

**Considering the areas noted below, on reflection, are there areas you feel are very important and you would have liked more information on to help you make the decision on entering HE?**



Learners were asked if there was anything they wished they had known prior to entering HE, of the responses, 7% related to finance, 12% to studying at HE and 3% to the social aspects, some of the comments included;

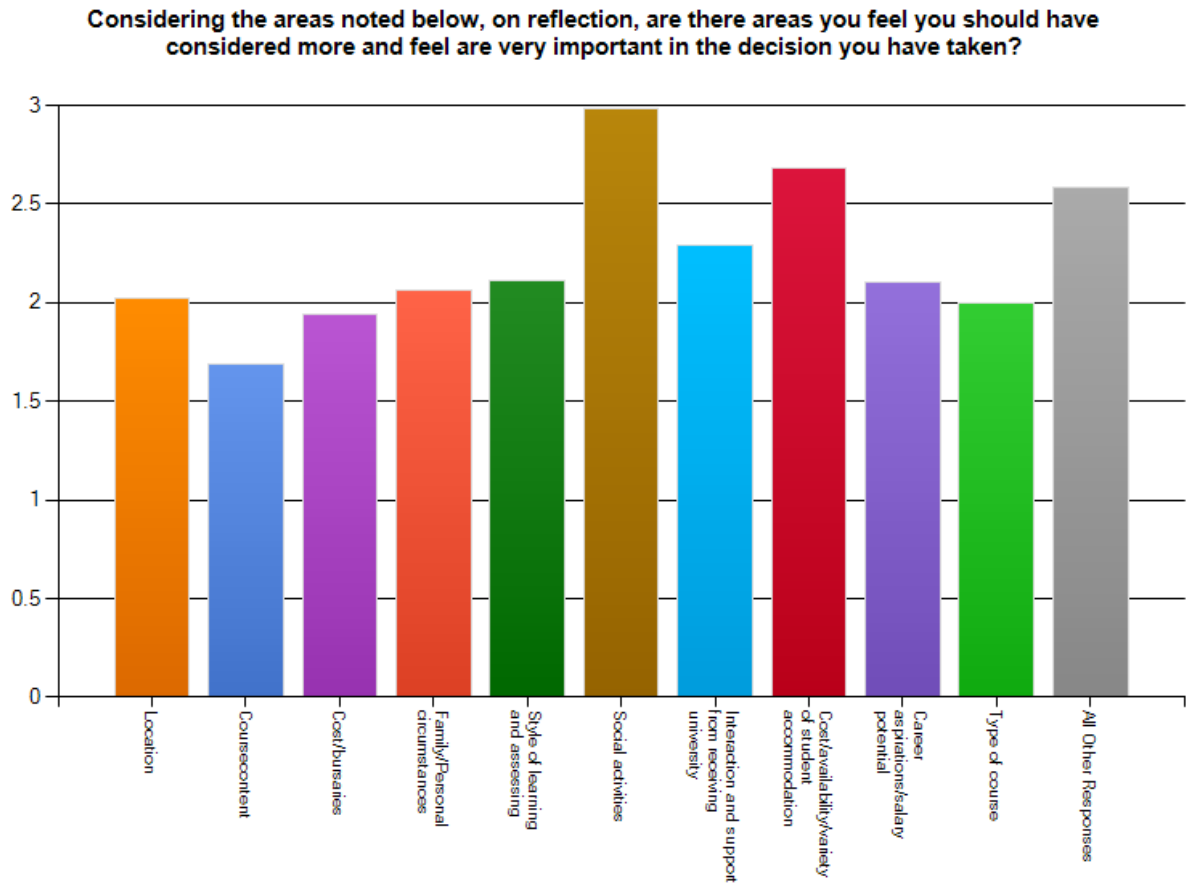
*'I would have liked to have known more about finance available as I have had to fund my second year and will have to fund the last year.'*

*'Know about the ways the assignments should be done and referencing list, so we could have prepared for this and not found it difficult at university.'*

*'I wish I had known how alone I would be at the beginning. I regret moving so far away.'*

A list of topics were provided to the learners for them to consider, on reflection, if there were areas they should have considered more when deciding on their HE choices.

The following chart provides an overview of the average rating the learners offered each of the topics on a scale of 1 – 5.



Learners were asked what would be the best advice they could offer a new entrant to HE to help them study, 37% of the comments related to the need to socialise and integrate with other students and groups.

Comments included;

*Try not to be too nervous as everyone's in the same boat!! Get to know everyone and make new friends!!*

*Don't make it difficult for people to make friends with you.*

*Don't just sit in your room.*

## 9 Mini case studies

The practitioners involved in the project provided several insights into some of the students' journeys into and through HE

*"...Another student from the same programme encountered problems relating to an incident involving the police that led to them having to give up their university place. Even though no charges were issued by the police, the student was told by the university that they would not allow her defer, and she would need to make a new application for the next intake. "*

*"There was one business student who returned to study on an Access course when her children reached secondary school age. She was joined on the HE course by a friend in similar circumstances. This she found to be very supportive but she also stressed the importance to her of really getting to know all the other course members. When asked what was the most important factor in going into HE she said it was to show her children she could do it and if she could they could. "*

*International student who applied from his home country. Came to the UK for his interview as required. He then returned to his home country and when accepted at college returned to Leeds to live with a relative. The student said that the application, interview and starting process was excellent in particular the speedy process of the application. The way that the induction was delivered, "was great" as an international student this was very important as it gave him the opportunity to socialise and get to know colleagues in an informal setting. The enrichment activities were very important, "as I am sporty, this helped a lot".*

**The student said:** *The course itself "was brilliant" the support from tutors, from student services and other staff was great. Staff came and spoke to us in groups about progression and about what we would like to when we completed our course, I could also access one-to-one support which was also great. This enlightened me and it gave me a lot of thought about my future so I decided that I would like to go to University, so I started to seriously think about it.*

*I got support with my UCAS application when I was in year two and other support that I needed with choosing my options etc. The career 5tutorials were useful as this also gave me ideas about the kind of careers that I could consider.*

*“I am just about to complete my first year at University, I am really enjoying it, University is not like college, you have to be more independent as the support is not as available without appointment . I have had no major problems or issues at University.”*

*“I study full time in one city but I live and work in Leeds, I work part time. I prefer to live at home with my relative because it distracts me from some of the social aspects of University life, that way I can stay focused. It’s also a better standard of living than being on campus or student accommodation.”*

*“My experience so far has been great and because of this I am positive about my future and my career prospects and I think that I will be in a good position to get the career of my choice.”*

## **10 Practitioners view**

The study relied on the close relationship the practitioners in each respective participating institution had with the learners involved. The following provided an insight into the study and findings from a practitioners point of view

- To date, I have only found that one of the students is not finding University a positive and enjoyable experience, this student has said that this is due to the lack of support at University and the amount of work the course demands, which he was not expecting. Although he has said that he can see the value of education progression and the value that this will bring to his career prospects. All the other students have said that they are enjoying the experience and can all see the value of progression.
- Some students find the initial transition and integration from FE to HE a challenge where others find it relatively easy.
- A variety of support needs were identified; some students need a lot of support with researching options and career opportunities, others not so much. Students were sometimes not clear about student finance, even after tutorials, and some did not see the urgency of applying, others were desperate for financial support, but it is evident that students need early intervention and information about student finance.
- Social life, culture and making new friends at University seemed to be a factor, as did being in regular contact with friends and family.

- The majority of the students have chosen to study locally, factors are, living at home so looked after by parents/family, also cheaper so don't have to worry so much about finances. Some feel that they can study better if they are local.
- 100% of the students would wish to access employment after graduating, and the large majority feel confident about entering the graduate market. A small percentage do have concerns and worries about accessing employment, the present economic situation is a strong factor in this.
- Learners within FE are frequently non traditional learners who have been, through widening participation, re engaged into education specifically to aspire to HE. During their time in FE, they are nurtured and provided with support which helps them along their journey, but may not help them to become fully formed independent learners. If the assumption made by the receiving HEI is that the learner will be a fully formed independent learner, then the learner will struggle as some of the learners within this study have experienced. There is a need for FE to help learners to become more independent before they leave FE, but also for HE to profile the learner regarding their independence.
- The study has shown that the wider curriculum plays a significant part in the experience of the learner. The ability to socialise, make friends, consider health issues, seek help and advice at an early stage are all key to remaining on course. This adds strength to the importance of the wider curriculum including the Every Child Matters agenda being studied within FE and how learners are supported within HE. The study reveals that some of the learners were not clear where to get support within HE.
- 75% of the learners visited the HEI which they subsequently attended. The study did not look at the reasons why the remaining 25% did not visit the institutions. Some of the practitioners consider that this may be related to the lack of funding available for students to visit different institutions. FEIs have some funding for group trips which usually visit local HEIs, but not for individuals to have further visits.
- Learners identified parents and Tutors within both FE and HE who influenced the learner in the decision making process. Learners cited HEI Tutors attitudes towards them during visits as having an impact on their final decision.
- It is hoped that the resources developed through the Trans-IT project will address some of these issues.

- I feel that the project was of value and gave an insight into the different needs of individuals on their journey to HE. For example some students were very motivated and looking forward to their time at University others were worried about what University would be like. Some had done quite intensive research but others not so much.
- There is a lot of information out there and some conflicting information. As we are all aware there are a lot of changes in HE so keeping up-to-date is essential but not always possible. Share information as much as you can, and seek advice from other practitioners if points need clarifying.

From the FE students the main areas of interest have been that:

- Students do not feel they are getting enough information regarding bursaries, grants and sponsorship options and how to research this. No student had begun this or considered it yet. (And no student from the HE group had accessed this either).
- Although general student finance is discussed in May/June of the 1<sup>st</sup> year of the Btec course - Student Finance England specifically needs to be discussed i.e. how you apply and so on, earlier in the 2<sup>nd</sup> year than it is currently (February/March).
- Students have mentioned that they would benefit from more discussions on the different jobs and courses available from their current course.
- Parent sessions have been mentioned very favourably by these students. It is also interesting that the people mentioned as having the most influence over their decision has been their parents, most often their dads.
- Location, course content, career aspirations, type of course and mode of learning all came out as the most influential over their decision. Whereas cost/bursaries and family/personal circumstances came out much lower. This is interesting as when discussed further the reason location was so important to them was that they wanted to keep living costs lower, stay local and near family and friends. A number of students also mentioned that gaining accreditation through their chosen course was a deciding factor – for example whether the qualification was accredited by CIOB, RICs and so on. It was encouraging that students were researching their future courses in detail.

- Another area which was surprising was that no one completed their application in advance – all completed theirs on the deadline!
- For the HE students, it was interesting that all students were living at home. With the sample taken this would be more likely as they have all decided to study relatively local. This may have some bearing on this group of HE students saying that location, course content and mode of learning were main influential factors over their decision.
- All students felt that the support they gained at FE in preparation for HE was good in hindsight, though as mentioned by the FE students, more information on student loans, grants, bursaries and general finance would have been useful as most felt quite unprepared for this.
- This questionnaire however has been a really useful tool for highlighting how our current access to careers information is perceived and whether the correct, relevant information is getting out to our young people at the right time. All these details have been fed back to our careers advisor and have already led to planned changes for the future.
- Most of the students are enjoying their time at University, and finding it an enlightening experience apart from one who is finding the course quite challenging and has had some initial problems settling in, this student would have liked more support from University. This student said that, “ University does not offer the support that you need and wished that you could approach tutors and staff, but you can't”.

## **11 Practitioners Reflections on the Project**

The process of collecting the baseline data went very smoothly with no major issues or challenges encountered.

The only real challenge was when collecting the data from the Higher Education students who are no longer students at our college. Arranging convenient times and dates, often fitting in around their study and employment , was at times difficult but thankfully these students were incredibly accommodating and all but one was able to come back to the college (even though other options were offered to them) to discuss this questionnaire. The other student completed the questionnaire over the phone, which was far less fruitful than the face to face sessions.

**Cleo Greenwood, Leeds College of Building**

The first point that thrust itself forward was the difference between the responses of those offered financial reward for cooperating and those offered nothing.

Before embarking on the survey it had been presumed, based on previous experience, cooperation would have to be paid for. It was decided that gift vouchers would be provided to those participating and that where possible students could choose the type of gift voucher.

The first students to be contacted were FE & HE students in the graphics/digital sector. They were fully cooperative. Their choice of vouchers caused some surprise. Previous experience had led to the presumption that Morrisons would be favourite. Apparently students swapped them with their parents for cash. Vouchers actually requested included a wider range of supermarkets but the bulk were for Waterstones and a local arts supplies store. No music stores requests.

This did not lead to any noticeable reduction in cooperation. In view of this no offers were made in group or individual contacts. All students who cooperated will be rewarded equally.

Other learning points included;

The need to differentiate when asking if students live at home or in student accommodation. Some students did not live in the family home but did not regard here they lived as being student accommodation. They were not in college provision or specific student flats/apartments. Several students lived in the family home as head of the family.

As a college we need to look carefully at the profile of and the information provided by the Students Union, particularly in relation to available support.

The question on the university aim (or mission) was the one that had to be explained most frequently only to gain a not very important response.

The responses to whether students did see their UCAS references would suggest that the college needs to review its policy on this issue and how it is explained to students and tutors.

As the college moves to a position where it will be required to provide bursaries steps will need to be taken to improve the way information on available financial support is given.

The stated influences on choice were more varied and less parent/teacher head than is usually the case. This may well be through the fact that those interviewed included a lot of "mature" students". These included a mother of teenage children whose drive was provided by the thought of "showing my children I could do it".

Use of the UCAS "Track" system indicates that the follow up round of this survey may mean contacting a good percentage of students in destinations other than those they spoke of at the time of the baseline collection.

The times students say they started considering HE will lead us to review what support is available when and when awareness raising should start. There has been ongoing concern about late applications but the survey gives indication of some decisions being made before college support is properly in place. Progression data will show if this latter point is a problem or not.

There is a need to ensure that students starting on a HE course are clear as to what will be provided as part of their learning/ assessment programme and what will be expected of them.

When asking questions about family (e.g. have any members of your family gone into HE) it is necessary to remember how there are different views of what "family" consists of).

Common sense? Don't overestimate the range of criteria students consider in choosing a course. Try to ensure they understand the different learning environment et al. they will be moving into. The use of current HE students to work with prospective HE students seems to work best when it is to reinforce formal input rather than to replace it.

### **Graham Austerberry, Bradford College**

For highly competitive course, such as nursing, students require intensive support with their UCAS applications.

- Providing students with the right information regarding level 3 courses or subjects that will be acceptable to for the higher education choices.
- Making sure students are aware that for competitive courses, such as nursing, they should use all five of their UCAS choices, so if they receive rejections for their first choice they have other options before using the UCAS Extra provision.
- Emphasising to students the importance of relevant paid or voluntary work experience to support their applications.

### **Andrew Cawtheray, Wakefield College**

#### **General Comments**

The project has been valuable as such in helping students to understand more about University life and studies.

The project has raised awareness within our college and has been a good marketing exercise.

This project has shown that there is a need to continue to promote HE and progression, as long as the HE providers can offer places, especially to those students who may not otherwise have had access to these opportunities. The WYLLN project has given the college resources to enable them to deliver, raise awareness and track student progression, as well as to find out about individual experiences and thoughts.

No major problems or barriers identified from an advisors point of view. I have found it a pleasure to have worked with the students, I have enjoyed working on the project, and it has been a valuable exercise for me.

## **12 Conclusion**

The study has been very useful as vocational students face different challenges to those students studying straight academic studies as they have often chosen course with specific career outcomes. Providing them with the right information on university applications and career destinations is therefore a high priority.

The findings and responses provided by the learners have contributed to the development of the WYLLN funded TRANS-IT, an online resource to support the provision of guidance and tutorials relating to progression into and through HE.<sup>3</sup>

The other important element of the research is that it has provided the students with an opportunity to explore, discuss and reflect upon the issues that have effected them

Raising awareness of HE opportunities a has been a valuable exercise. It has given students the opportunity to explore more about what is available to them. It has also highlighted different and more robust ways in which the college can deliver information.

Some students from vocational programmes of study may feel that they don't fit in to HE as well as those from more traditional HE . Some may feel that they are treated differently because of their background. This could be down to academic ability, for others was confidence, this needs to be considered in the provision of guidance and support throughout FE and HE.

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<sup>3</sup> [www.transitwestyorkshire.ac.uk](http://www.transitwestyorkshire.ac.uk)

## **Appendix A**

### **08/09 Longitudinal Study**

## Appendix A

### 08/09 Longitudinal Survey Results

#### 1. Personal Circumstances

##### 1.1. Have any other members of your family studied HE?

Yes	59%
No	41%

FE & HE combined, 102 respondents

##### 1.2. Are you living at home or in Student Accommodation?

	Home	Student	
FE	91%	9%	44 respondents
HE	91%	9%	43 respondents

##### 1.3. What are your highest academic achievements to date?

	GCSE	A/AS level	BTEC National Diploma	
FE	53%	7%	40%	40 respondents
HE	9%	12%	79%	34 respondents

##### 1.4. Are your peer group considering HE?

	Yes	No	
FE	93%	7%	58 respondents
HE	79%	21%	43 respondents

### 1.5. Do you have any dependants or caring responsibilities?

	Yes	No	
FE	28%	72%	32 respondents
HE	39%	61%	28 respondents

### 1.6. Are there any known barriers to Progression? (FE students) Have you overcome these? ( HE students)

	Yes	No	
FE	50%	50%	58 respondents
HE	64%	36%	39 respondents

#### Typical barriers to progression;

Being accepted on to course

Financial issues

Not confident meeting new people

Work commitments and family circumstances

*"I came across a barrier of not knowing what grades were needed for midwifery. I needed A Level Biology for a course and didn't know this, so now I'm taking a gap year before applying to an access course".*

*"Lack of information when applying through UCAS".*

*"When applying to university I was not aware that I should make five choices though UCAS. I had less choices than everybody else."*

*"If had had not had the preparation for university interviews I think they would have been harder to do."*

*"Family have been very supportive and coming to college has helped me become more independent and consider going to uni and living away from home."*

*"I wanted to do social work but could not continue doing sociology at college which meant that I did not have enough UCAS points to get onto the course so I chose an alternative."*

*HSCEY Students Wakefield*

*"Didn't do any further education-Thought A-Levels were needed to study for a degree. Paying annual fee upfront and committing to two years and was scared that could not do it. Now I'm here it's not bad at all".*

*"Didn't know what I wanted to study".*

*"Not studying for thirty years, plus age and work life balance. The challenge of applying working knowledge to study and having that challenged and not getting good grades".*

*"The only barrier is financial and it is a struggle to continue with other financial commitments".*

*"Some modules not being taught in the best possible way and I don't feel that I have got the best out of it".*

*"Not being confident with some of the modules- due to certain individuals teaching methods".*

*"Finance might be a barrier for my progression but I know god will provide for me. I'm not receiving funding as I am an international student".*

*L&M Students Wakefield*

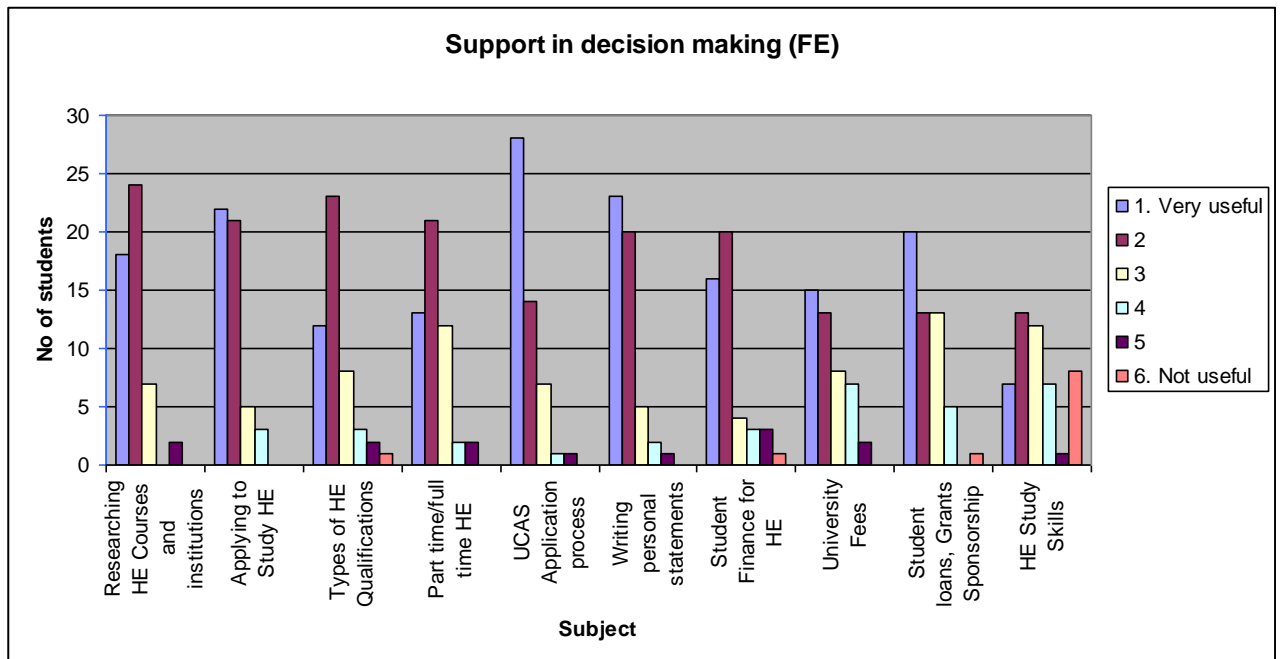
**1.7. Are you receiving any additional bursaries or grants from your uni/college?**

	Yes	No	
FE	15%	85%	26 respondents
HE	25%	75%	36 respondents

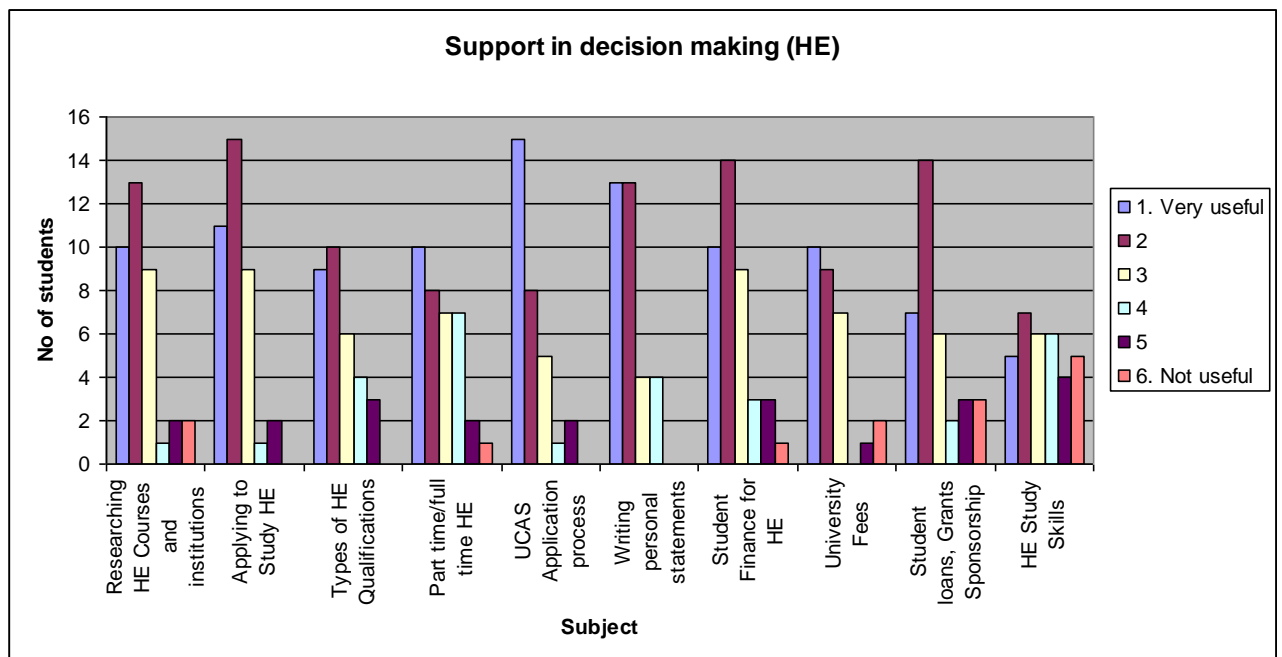
## 2. Support in decision making

FE Students were asked to consider the information they received and support sessions attended on subject areas related to transition into HE and to rate their usefulness on a scale of 1 to 6.

FE



HE Students were also asked to consider the information they had received and support sessions attended whilst in FE and consider on reflection their usefulness on a scale of 1 to 6.



### Additional areas of support required

Parents sessions

More on student finance and study skills

A session on specific job roles – know what your options are

Start researching in 1<sup>st</sup> year of FE

Ideally initial discussion on HE in 1<sup>st</sup> yr FE and session on study skills

Vocational options at HE

Study skills

More information in YR 1 FE

Student finance, surviving on a budget

### 2.1. Have you visited the Universities you selected on your UCAS application form?

	Yes	No	
FE	75%	25%	59 respondents
HE	77%	23%	43 respondents

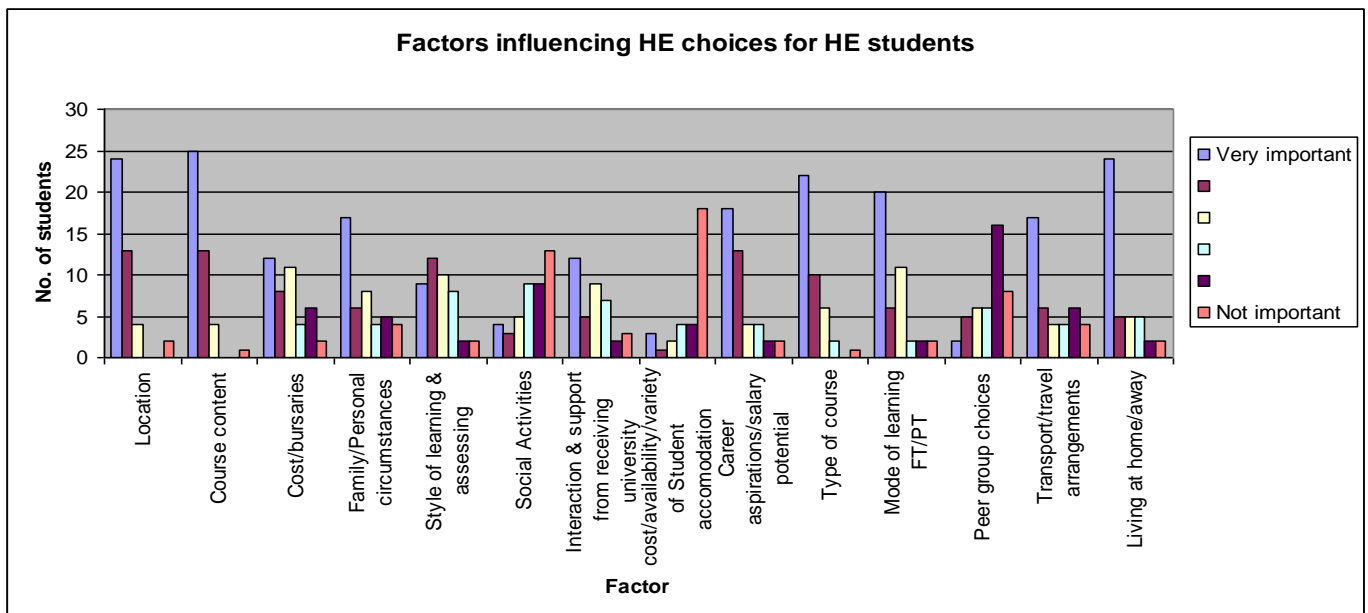
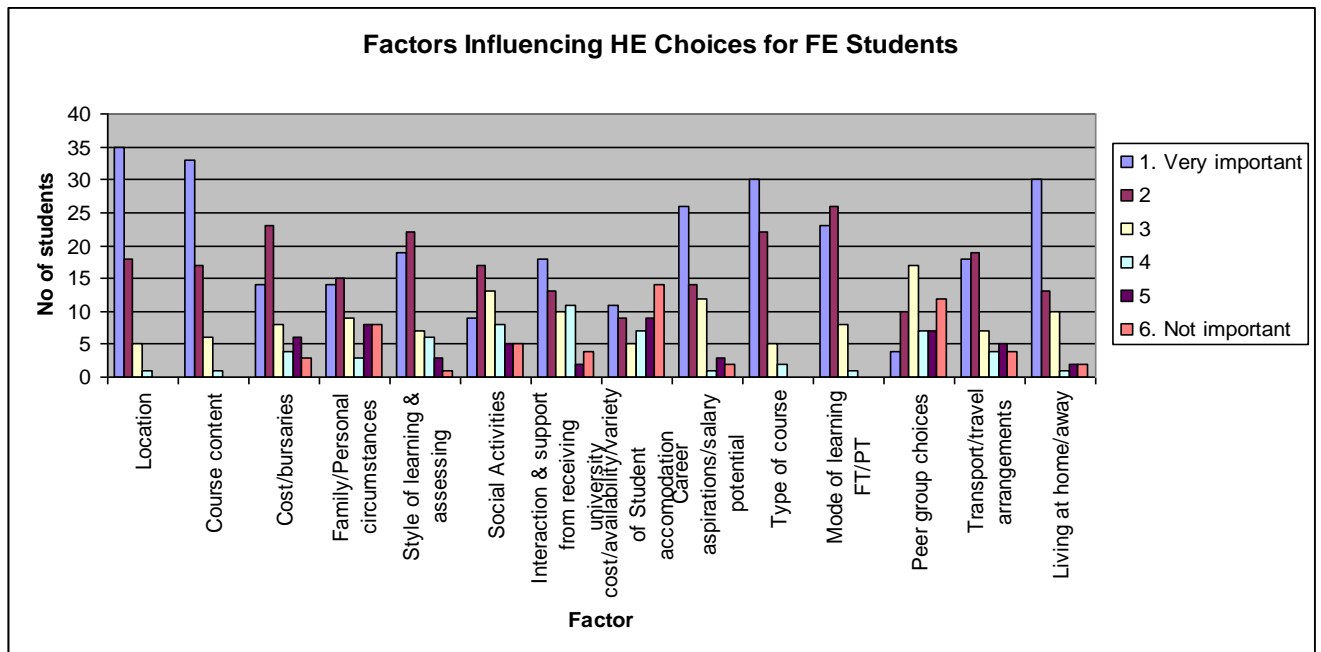
## 2.2. When did you start to consider your HE choices?

	Prior to FE	1 <sup>st</sup> year FE	2 <sup>nd</sup> year FE	
FE	4%	56%	40%	54 respondents
HE	6%	42%	52%	33 respondents

## 2.3. Have you seen your reference written by your tutor?

	Yes	No	
FE	39%	61%	56 respondents
HE	35%	65%	34 respondents

### 3. Factors Influencing HE Choice



<b>Ratings</b>	<b>FE</b>	<b>HE</b>
<b>Most Important</b>	<b>Location</b>	<b>Course content</b>
	<b>Course content</b>	<b>Location</b>
	<b>Type of course</b>	<b>Living at home/away</b>
	<b>Living at home/away</b>	<b>Type of course</b>
	<b>Career aspirations/salary potential</b>	<b>Mode of learning FT/PT</b>
	<b>Mode of learning FT/PT</b>	<b>Career aspirations/salary potential</b>
	<b>Style of learning &amp; assessing</b>	<b>Family/Personal circumstances</b>
	<b>Interaction &amp; support from receiving university</b>	<b>Transport/travel arrangements</b>
	<b>Transport/travel arrangements</b>	<b>Cost/bursaries</b>
	<b>Cost/bursaries</b>	<b>Interaction &amp; support from receiving university</b>
	<b>Family/Personal circumstances</b>	<b>Style of learning &amp; assessing</b>
	<b>cost/availability/variety of Student accommodation</b>	<b>Social Activities</b>
	<b>Social Activities</b>	<b>cost/availability/variety of Student accommodation</b>
<b>Least Important</b>	<b>Peer group choices</b>	<b>Peer group choices</b>

#### 4.1. Is there one over-riding factor that influenced your choice?

Local study/employment part-time

Location – important to stay living at home

Accredited by RICs and reputation of Uni and course

CIOB accreditation

Finance

Course content/assessment

Atmosphere at University

**4.2. Has there been one individual who particularly influenced your HE choices?**

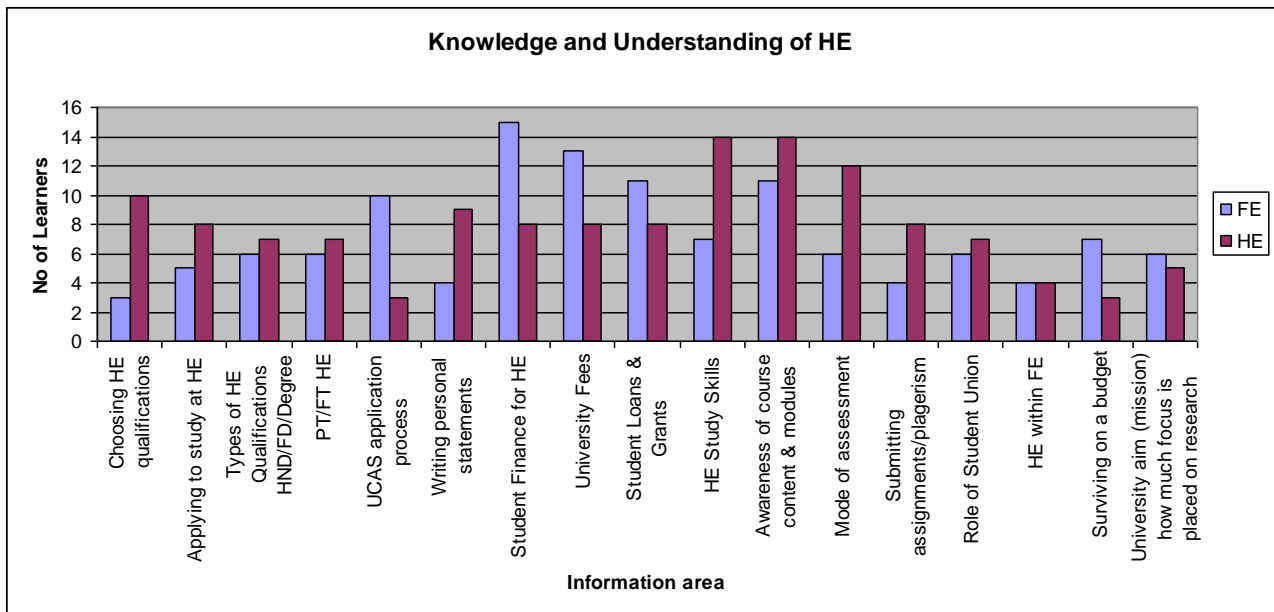
Parents

PA and careers co-ordinator

Tutor

## 5. Knowledge and Understanding of HE

Students were asked if there were any areas that they felt they should have had more information on and provided a list of areas to comment on.



### Additional Comments

*“I feel learning is an ongoing process and HE helps to provide quality services to attain this.”*

*“I went onto this course with an open mind knowing that it was going to be hard with having to work at the same time. However, after completing the first year I am glad that I made the decision as I’m enjoying the course. It’s just the time factor that is a struggle sometimes”.*

*“I feel I enrolled on the course with a feeling that I was going to be in above my head. I didn’t have the confidence in myself to be able to cope with the*

*workload and be able to produce the work. Having nearly completed the first year, I feel more confident and have really enjoyed the research”.*

*HSCEY Students – Wakefield*

*“Now that I have started I’m glad I took the course and would do again. Although I would have like to research my skills and interest to see if there was something I was more passionate about- help with this would have been great- I was wary not to take a course that limited my options going forward.”*

*“Did study ICT before at Wakefield College. Didn’t feel comfortable with the ICT course. Wanted to change my course and progress towards a better lifetime career.”*

*“Completed a HNC and followed on to do a HND – unfortunately due to personal circumstances I did not complete this course. After having been made redundant I wanted to take this opportunity to gain a better qualification and wanted to do a degree course. Speaking to the course leader I was given the opportunity to finish my HND or complete the FD course and then progress onto the top-up degree. I chose to do the FD course as I thought this was the best option.”*

*L&M Students Wakefield*

## 6. Key Learning Points

The learners selected from Calderdale were mostly mature students, and so some of the issues affecting them were of a different kind to the typical 18 year old progressing from college to University. The majority live in their own homes, and if they have progressed into HE, they have stayed locally with the college, rather than move elsewhere. One thing that was clear was that most of them saw finance as a barrier to their studies, and quite a few were already in receipt of some kind of benefit. We will certainly be thinking about providing more information on student finance, and may deliver this as workshops, seminars or by producing further printed material. There may also be scope to develop our online resources to signpost students more easily to the relevant information.

### **Alison Lester, Calderdale College**

The process of collecting the baseline data went very smoothly with no major issues or challenges encountered.

The only real challenge was when collecting the data from the Higher Education students who are no longer students at our college. Arranging convenient times and dates, often fitting in around their study and employment, was at times difficult but thankfully these students were incredibly accommodating and all but one was able to come back to the college (even though other options were offered to them) to discuss this questionnaire. The other student completed the questionnaire over the phone, which was far less fruitful than the face to face sessions.

From the FE students the main areas of interest have been that:

Students do not feel they are getting enough information regarding bursaries, grants and sponsorship options and how to research this. No student had begun this or considered it yet. (And no student from the HE group had accessed this either).

Although general student finance is discussed in May/June of the 1<sup>st</sup> year of the Btec course - Student Finance England specifically needs to be discussed i.e. how you apply and so on, earlier in the 2<sup>nd</sup> year than it is currently (February/March).

Students have mentioned that they would benefit from more discussions on the different jobs and courses available from their current course.

Parent sessions have been mentioned very favourably by these students. It is also interesting that the people mentioned as having the most influence over their decision has been their parents, most often their dads.

Location, course content, career aspirations, type of course and mode of learning all came out as the most influential over their decision. Whereas cost/bursaries and family/personal circumstances came out much lower. This is interesting as when discussed further the reason location was so important to them was that they wanted to keep living costs lower, stay local and near family and friends. A number of students also mentioned that gaining accreditation through their chosen course was a deciding factor – for example whether the qualification was accredited by CIOB, RICS and so on. It was encouraging that students were researching their future courses in detail.

Another area which was surprising was that no one completed their application in advance – all completed theirs on the deadline!

For the HE students, it was interesting that all students were living at home. With the sample taken this would be more likely as they have all decided to study relatively local. This may have some bearing on this group of HE students saying that location, course content and mode of learning were main influential factors over their decision.

All students felt that the support they gained at FE in preparation for HE was good in hindsight, though as mentioned by the FE students, more information on student loans, grants, bursaries and general finance would have been useful as most felt quite unprepared for this.

This questionnaire however has been a really useful tool for highlighting how our current access to careers information is perceived and whether the correct, relevant information is getting out to our young people at the right time. All these details have been fed back to our careers advisor and have already led to planned changes for the future.

## **Cleo Greenwood, Leeds College of Building**

The first point that thrust itself forward was the difference between the responses of those offered financial reward for cooperating and those offered nothing.

Before embarking on the survey it had been presumed, based on previous experience, cooperation would have to be paid for. It was decided that gift vouchers would be provided

to those participating and that where possible students could choose the type of gift voucher.

The first students to be contacted were FE & HE students in the graphics/digital sector. They were fully cooperative. Their choice of vouchers caused some surprise. Previous experience had led to the presumption that Morrisons would be favourite. Apparently students swapped them with their parents for cash. Vouchers actually requested included a wider range of supermarkets but the bulk were for Waterstones and a local arts supplies store. No music stores requests.

A confused start to a session with FE Business students meant that the rewards were not outlined.

This did not lead to any noticeable reduction in cooperation. In view of this no offers were made in group or individual contacts. All students who cooperated will be rewarded equally.

The second point of note was somewhat negative. Of college students moving into HE over 50% study in Bradford. The total is split roughly 50/50 between the college and the university. To give some width to the survey it was decided to approach the students through the university. Concerns about "data protection" made this impossible. Attempts to contact by phone proved time consuming and brought little result. This was because home lines remained unanswered during the day and mobiles had either had numbers changed or had no messaging facility. It was with reluctance that the focus was switched to HE students in college. 2 students were contacted who were studying outside Bradford. All but 3 of the students interviewed in the engineering and business sectors were interviewed over the phone. The cooperation was both refreshing and most helpful. All FE students were interviewed in group settings.

Other learning points included

The need to differentiate when asking if students live at home or in student accommodation. Some students did not live in the family home but did not regard here they lived as being student accommodation. They were not in college provision or specific student flats/apartments. Several students lived in the family home as head of the family.

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There is a need to ensure that students starting on a HE course are clear as to what will be provided as part of their learning/ assessment programme and what will be expected of them.

When asking questions about family (e.g. have any members of your family gone into HE) it is necessary to remember how there are different views of what "family" consists of).

**Graham Austerberry, Bradford College**

## **Appendix B**

### **Progression Survey Autumn 2009**

## Appendix B

### Progression Survey Autumn 2009

The response for this survey have been aggregated by institution, the following denotes the institutions and respective sectors covered.

Wakefield College	<ul style="list-style-type: none"> <li>• Health, Social Care and Early Years</li> <li>• Management and Leadership, Innovation &amp; Enterprise</li> </ul>
Bradford College	<ul style="list-style-type: none"> <li>• Digital Industries including Creative Digital, ICT and Print</li> <li>• Financial and Business Services including Logistics and Retail</li> <li>• Advanced Engineering &amp; Manufacturing</li> </ul>
Leeds College of Building	<ul style="list-style-type: none"> <li>• Construction and the Built Environment.</li> </ul>
Calderdale College	<ul style="list-style-type: none"> <li>• Culture, Media, Sports and the Arts; Leisure, Hospitality and Tourism</li> </ul>
Shipley College	<ul style="list-style-type: none"> <li>• Digital Industries including Creative Digital, ICT and Print</li> </ul>

#### 1. Learners progressing into 1<sup>st</sup> year of HE

	Bradford	LCOB	Wakefield	Shipley	Calderdale
Yes	23	7	9	6	4
No	3	0	3	0	4

##### 1.1. Reasons for not progressing into HE

- Entered employment
- Re-applying for entry at Bradford University 2010 entry
- Placed to start Sept 2010 as course was full

- Realised no longer wanted to go to uni, working in childrens nursery
- Complex incident, issue raised by student following unconditional offer, place was withdrawn pending resolution.
- Did not feel ready, doing a lower level part time course.

## **1.2. List of courses & institutions learners progressed onto**

### **Bradford College Students**

Bradford College: Graphic Design, Illustration and Digital Media

Sheffield Hallam Computer Networks

Bradford College Networking and Infrastructure Technology, Business Computer Solutions, HND Eng

Huddersfield Engineering Foundation. Electrical & Electronic Eng.(2)

Leeds Met Law, Bus & Human Resource Management, Bus & Management

Huddersfield Bus. Studies,

Bradford College Accounting, Law & Social Welfare

Manchester Met Human Resource Mngmt, Accountancy & Finance

### **LCOB Students**

LMU – Construction Management. (changed from full to part time).

LMU – Bsc Civil Engineering

LMU – Bsc Building Surveying

LMU – Bsc Building Surveying

LMU – HND Building Studies

Huddersfield University – Project Management

University of Leeds – BSc Civil & Structural Engineering

### **Wakefield College Students**

Accounting & Finance- Leeds Met

Business& Accounting-Lancaster Uni

Community Justice-Bradford Uni

Accounting & Finance- Bradford Uni

Accounting & Finance –Huddersfield Uni

Law LLB – Huddersfield Uni

Social Work- Sheffield Hallam Uni

Youth and Community Work- Huddersfield

Nursing Diploma- Salford Uni

Children, Young People and Families- Trinity All Saints

## Shipley College Students

Doncaster College – FDg Animation & Games

Huddersfield BSc Computing

Bradford Uni – BSc Media Studies with Music Tech

Bradford Uni – BSc Web Design & Tech

Central Lancs – Combined Honours Degree (2)

Calderdale College

3 :Learners – Calderdale College

1 learner – University of Manchester

### 1.3. Choice on UCAS application or through Clearing?

	Bradford	LCOB	Wakefield	Shipley	Calderdale
UCAS	22	5	8	6	1
Clearing	1	2	1	0	0

### 1.4. Finances in place?

	Bradford	LCOB	Wakefield	Shipley	Calderdale
Yes	22	5	7	3	1
No	1	2	2	3	0

### 1.5. Hopes and fears

*To pass my degree*

*Getting a good job at the end of my course. Not managing to get a job in the field I'm interested in. Not finishing my course with the grades I want.*

*I hope to pass my first year at uni and finally get my degree after that.*

*Pass with overall 50%. Managing time and possibly having to quit my job if uni work piles up.*

*Hoping to get used to independent learning very soon and getting through university with a high grade. Moving away from home after the first year.*

*Pass my degree and get a good job.*

*To successfully pass the course and find a job I would like. For the coursework and exams become too much and end up falling behind.*

*Finish course and getting a job. Falling behind with work etc.*

*That I'll be successful within the course and will keep developing friendship and confidence*

*Getting mega stressed out about things and plans over the next few months/years*

## 2. Learners progressing into 2nd year of HE

### Have you progressed into the 2<sup>nd</sup> year of HE?

	Bradford	LCOB	Wakefield	Shipley	Calderdale
Yes	15	3	10	3	6
No	0	1	1	2	0

#### 2.1. Reasons for not progressing

Working in Australia, will only return to UK when economy picks up in UK

Planned restart in Jan

Transferred to same qualification at another Uni

#### 2.2. Do you have any major concerns about this year of study?

	Bradford	LCOB	Wakefield	Shipley	Calderdale
Yes	0	1	7	0	0
No	15	3	4	5	6

*Not a major problem, I'm just trying to get my head around the course as its now more work to do as the level goes higher.*

*Lack of resources in library, shortage of books, lack of computers in library.*

*Shortage of books. Use of computers*

*Lack of study time*

*Study work is very heavy but managing to stay focused*

#### 2.3 Hopes and Fears

*I hope to come out or finish with good grades and be proud of myself. The fear has been not to fail any of my courses as I won't like to repeat my final year.*

*I hope that I can get a well paid job to support me during my studies and be employable.*

*I hope I can cope, keep up and pass. Do not want to fail. Illness can be a worry and time management. Very intense this year. Lack of resources in the library.*

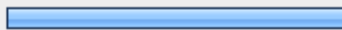


*To complete 2<sup>nd</sup> year of degree and hopefully pass but worried about being faced with an assignment I cannot complete and managing time.*

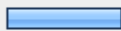
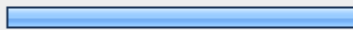
## **Appendix C**

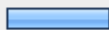
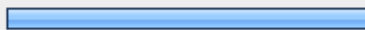
### **09/10 Longitudinal Study**

Appendix C 09/10 Longitudinal Survey Results

**IAG Commissioning Round 3 09/10**

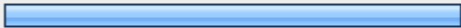

1. Are you living at home or in student accommodation?		
	Response Percent	Response Count
Home 	73.0%	54
Student Accommodation 	18.9%	14
Other 	8.1%	6
Other (please specify)		8
<i>answered question</i>		74
<i>skipped question</i>		0

2. Do you have any dependants or caring responsibilities?		
	Response Percent	Response Count
Yes 	24.3%	18
No 	75.7%	56
<i>answered question</i>		74
<i>skipped question</i>		0

3. Are you receiving any additional bursary from your uni/college?		
	Response Percent	Response Count
Yes 	21.6%	16
No 	78.4%	58
<i>answered question</i>		74
<i>skipped question</i>		0

4. Considering the areas noted below, on reflection, are there areas you feel are very important and you would have liked more information on to help you make the decision on entering HE?							
	Very important		Not important			Rating Average	Response Count
Choosing HE courses and institutions	56.1% (37)	36.4% (24)	6.1% (4)	1.5% (1)	0.0% (0)	1.53	66
Applying to study HE	43.3% (29)	44.8% (30)	10.4% (7)	1.5% (1)	0.0% (0)	1.70	67
Types of HE Qualifications	41.0% (25)	31.1% (19)	23.0% (14)	4.9% (3)	0.0% (0)	1.92	61
Part Time/Full Time HE	27.4% (17)	21.0% (13)	33.9% (21)	12.9% (8)	4.8% (3)	2.47	62
UCAS Application Process	46.0% (29)	42.9% (27)	9.5% (6)	1.6% (1)	0.0% (0)	1.67	63
Writing Personal Statements	63.6% (42)	30.3% (20)	6.1% (4)	0.0% (0)	0.0% (0)	1.42	66
Student Finance for HE (fees, loans and grants or budgeting?)	66.2% (43)	29.2% (19)	4.6% (3)	0.0% (0)	0.0% (0)	1.38	65
University Fees (covered by student finance?)	58.9% (33)	28.6% (18)	12.5% (7)	0.0% (0)	0.0% (0)	1.54	56
Student Loans & Grants	49.1% (27)	40.0% (22)	9.1% (5)	0.0% (0)	1.8% (1)	1.65	55
HE Study Skills	34.9% (22)	28.6% (18)	23.8% (15)	11.1% (7)	1.6% (1)	2.16	63
Modes of Assessment	22.6% (14)	46.8% (29)	21.0% (13)	4.8% (3)	4.8% (3)	2.23	62
Submitting assignments/plagiarism	38.1% (24)	25.4% (16)	23.8% (15)	11.1% (7)	1.6% (1)	2.13	63
Role of Student Union	1.6% (1)	21.0% (13)	40.3% (25)	21.0% (13)	16.1% (10)	3.29	62
HE within FE	6.3% (4)	31.7% (20)	31.7% (20)	23.8% (15)	6.3% (4)	2.92	63
Surviving on a budget	30.4% (17)	26.8% (15)	28.6% (16)	5.4% (3)	8.9% (5)	2.36	56
					Other (please specify)		1
					<b>answered question</b>		67
					<b>skipped question</b>		7

5. Did you visit the University you are studying at before starting?

	Response Percent	Response Count
Yes 	94.0%	63
No 	6.0%	4
	<i>answered question</i>	67
	<i>skipped question</i>	7

### IAG Commissioning Round 3 09/10

Is there anything you wish you had known before entering HE?		Response Count
		46
<i>answered question</i>		46
<i>skipped question</i>		28

Response Text		
1	No	Feb 25, 2010 1:49 PM
2	social activities that were on offer	Apr 1, 2010 10:17 PM
3	about how to reference pieces of coursework	Apr 1, 2010 11:08 PM
4	No I was fully prepared	Apr 4, 2010 10:21 AM
5	no	Apr 4, 2010 7:14 PM
6	I decided to opt out of going to university. at first i wanted a gap year but now i am still undecided about going to university however i do feel that i would have liked to have known more about surviving on a budget at university.	Apr 6, 2010 11:08 AM
7	More information about student finance	Apr 14, 2010 3:38 PM
8	I would like to have known more about finance available, as I have had to fund my second year and possibly will have to fund the last year.	Apr 15, 2010 9:28 AM
9	Know about the ways the assignments should be done and referencing list, so we could have prepared for this and not found it difficult at university.	Apr 15, 2010 2:28 PM
10	know about the ways the assignments should be done and referencing list, so we could have prepared for this and not found it difficult at university.	Apr 15, 2010 2:41 PM
11	N/A	Apr 15, 2010 9:41 PM
12	gaining more work experience to enhance my employability skills	Apr 16, 2010 8:04 PM
13	I wis i had known about how to reference my coursework as i found that very difficult at the begining of the year.	Apr 16, 2010 9:51 PM
14	what to expect, the work involved, the environment of lessons and assignments, more detail of subject matter covered	Apr 22, 2010 12:54 PM
15	none	Apr 23, 2010 2:04 AM
16	Books which could have been purchased before startinh the course. More information on study skills and basic skills needed such as how to put together a powerpoint presentation. It is sometimes assumed that you know how to do everything!	Apr 23, 2010 10:44 AM
17	no	Apr 23, 2010 2:22 PM
18	Wish i would have known more about the course and how much hard work it is!!	Apr 24, 2010 10:32 AM
19	No	Apr 25, 2010 12:43 PM
20	Found it difficult to make new friends despite having loads of friends at college. Wish I'd gone for an overnight trip to the uni. Being able to access an on line forum might have helped.	Apr 25, 2010 2:07 PM
21	I wish I had known how alone I would be at the beginning. I regret moving so far away.	Apr 25, 2010 2:54 PM
22	I would have like to known the teachers and get to know them before the course.	Apr 26, 2010 9:39 PM
23	What it would actually be like in terms of lectures etc	Apr 26, 2010 10:15 PM
24	Importance of getting loan sorted out early	Apr 27, 2010 8:03 AM

Response Text		
25	No	Apr 27, 2010 8:30 AM
26	How to do essays. Being taught the foundation skills - how essays should be structured.	Apr 27, 2010 2:09 PM
27	More information on individual modules for example what you would need to be good at to be good at that subject in particular. Also more information about what that module is about.	Apr 27, 2010 3:44 PM
28	no	Apr 29, 2010 8:45 AM
29	How slow the loan company was going to be. I felt I could have made different childcare arrangements	Apr 29, 2010 2:52 PM
30	How slow it would be getting the money	May 7, 2010 7:26 AM
31	Information given to me regarding HE, was helpful and sufficient and helped me to give an insite	May 7, 2010 9:15 PM
32	How long it would take to get my money	May 10, 2010 2:07 PM
33	More about study skills	May 10, 2010 2:24 PM
34	No	May 10, 2010 2:52 PM
35	studio fees	May 11, 2010 8:35 AM
36	The size of the classes. Much bigger than I was used to	May 11, 2010 12:30 PM
37	It was all quite what I expected	May 12, 2010 2:27 PM
38	A bit more about note taking	May 13, 2010 1:39 PM
39	A bit more about how they expect you to leard	May 26, 2010 9:16 AM
40	Something more about part-time courses	May 26, 2010 11:57 AM
41	No	May 27, 2010 1:54 PM
42	the amount of free time	May 29, 2010 9:58 AM
43	I would have like to have more information on potential paid opportunities with the College and how to engage in the programmes it runs	Jun 7, 2010 9:10 AM
44	Available options after my course i.e. Top up degrees	Jun 7, 2010 9:32 AM
45	No - I was well aware of what I was getting involved in	Jun 8, 2010 9:53 AM
46	no, since i had done the appropriate research	Jun 9, 2010 9:26 AM

## IAG Commissioning Round 3 09/10

Is there anything we could have done differently to prepare you better for the transition from FE to HE?		Response Count
		48
	<i>answered question</i>	48
	<i>skipped question</i>	26

Response Text		
1	actual tutors at Open Days	Feb 18, 2010 11:39 AM
2	N/A	Feb 25, 2010 1:49 PM
3	study skills, academic writing, computer skills, referencing the way the HE service wants from the beginning.. I feel grades would have been higher	Apr 1, 2010 5:03 PM
4	more guidance on what to do if you had problems with filling in the application	Apr 1, 2010 10:17 PM
5	i should have got some background knowledge about my course and FE from a student who already studies that course	Apr 1, 2010 11:08 PM
6	nothing i can think of	Apr 4, 2010 7:14 PM
7	No	Apr 6, 2010 11:08 AM
8	More information about self directed work	Apr 14, 2010 3:38 PM
9	Being a bit more organised possibly	Apr 15, 2010 10:55 AM
10	Make UCAS application forms better and not have to fill in loads.	Apr 15, 2010 2:28 PM
11	made UCAS more easy and not to have fill in loads	Apr 15, 2010 2:41 PM
12	N/A	Apr 15, 2010 9:41 PM
13	no	Apr 16, 2010 8:04 PM
14	I didn't transit from FE	Apr 22, 2010 12:54 PM
15	none	Apr 23, 2010 2:04 AM
16	As above.	Apr 23, 2010 10:44 AM
17	not have to go through ucas	Apr 23, 2010 2:05 PM
18	no	Apr 23, 2010 2:22 PM
19	No	Apr 25, 2010 12:43 PM
20	Workshops to get students more aware (you did say that to me at the time!!) of Uni.	Apr 25, 2010 2:07 PM
21	Emphasising how hard it will be. Good to know how to work alone. Need to know how to work in a team.	Apr 25, 2010 2:54 PM
22	I think that if we was made more aware of the teaching standard and how to meet more close deadlines.	Apr 26, 2010 9:39 PM
23	More time to prepare and also more day visits to universities	Apr 26, 2010 10:15 PM
24	Pushed me to get finance application sorted	Apr 27, 2010 8:03 AM
25	no	Apr 27, 2010 8:30 AM
26	Help with essay writing, because its a big step.	Apr 27, 2010 2:09 PM
27	no	Apr 27, 2010 3:44 PM
28	no	Apr 29, 2010 8:45 AM
29	not really. staying at college meant I knew most things	Apr 29, 2010 2:52 PM
30	P2 Explained limits and cost of workshop access	May 7, 2010 7:26 AM
31	Everything was fine.	May 7, 2010 9:15 PM

Response Text		
32	explained more about childcare	May 10, 2010 2:07 PM
33	someone from engineering talking about how we study	May 10, 2010 2:24 PM
34	No	May 10, 2010 2:52 PM
35	no	May 11, 2010 8:35 AM
36	More detail on costs and budgeting	May 11, 2010 12:30 PM
37	No	May 12, 2010 2:27 PM
38	dont think so	May 13, 2010 1:39 PM
39	No thanks	May 24, 2010 1:33 PM
40	As 6	May 26, 2010 9:16 AM
41	Explain part-time options	May 26, 2010 11:57 AM
42	No	May 27, 2010 1:54 PM
43	somethingmore on budgeting	May 29, 2010 9:58 AM
44	The informtion received was very helpful and nothing that ocurred was unexpected. I was very happy with the information.	Jun 7, 2010 9:10 AM
45	N/A	Jun 7, 2010 9:32 AM
46	No - I felt the preparation left me in good sted for the future.	Jun 8, 2010 9:53 AM
47	no	Jun 9, 2010 9:26 AM
48	N/A	Jun 17, 2010 10:41 PM

8. Considering the areas noted below, on reflection, are there areas you feel you should have considered more and feel are very important in the decision you have taken?							
	Very Important				Not Important	Rating Average	Response Count
Location	41.3% (26)	23.8% (15)	30.2% (19)	1.6% (1)	3.2% (2)	2.02	63
Course content	51.6% (33)	32.8% (21)	12.5% (8)	1.6% (1)	1.6% (1)	1.69	64
Cost/bursaries	45.2% (28)	27.4% (17)	21.0% (13)	1.6% (1)	4.8% (3)	1.94	62
Family/Personal circumstances	38.1% (24)	30.2% (19)	23.8% (15)	3.2% (2)	4.8% (3)	2.06	63
Style of learning and assessing	27.9% (17)	42.6% (26)	23.0% (14)	3.3% (2)	3.3% (2)	2.11	61
Social activities	11.5% (7)	21.3% (13)	41.0% (25)	9.8% (6)	16.4% (10)	2.98	61
Interaction and support from receiving university	20.3% (12)	42.4% (25)	30.5% (18)	1.7% (1)	5.1% (3)	2.29	59
Cost/availability/variety of student accommodation	25.4% (16)	31.7% (20)	12.7% (8)	9.5% (6)	20.6% (13)	2.68	63
Career aspirations/salary potential	27.0% (17)	52.4% (33)	11.1% (7)	3.2% (2)	6.3% (4)	2.10	63
Type of course	38.7% (24)	30.6% (19)	25.8% (16)	1.6% (1)	3.2% (2)	2.00	62
Mode of learning (Part time/full time etc)	32.8% (20)	24.6% (15)	29.5% (18)	8.2% (5)	4.9% (3)	2.28	61
Peer group choices	8.1% (5)	19.4% (12)	33.9% (21)	19.4% (12)	19.4% (12)	3.23	62
Transport/travel arrangements	34.4% (21)	27.9% (17)	21.3% (13)	6.6% (4)	9.8% (6)	2.30	61
Living at home/away	37.1% (23)	19.4% (12)	19.4% (12)	4.8% (3)	19.4% (12)	2.50	62
						<i>answered question</i>	65
						<i>skipped question</i>	9

## IAG Commissioning Round 3 09/10

In general how have you found support arrangements in HE?		Response Count
		54
	<i>answered question</i>	54
	<i>skipped question</i>	20

Response Text		
1	good	Feb 18, 2010 11:15 AM
2	fine	Feb 18, 2010 11:42 AM
3	N/A	Feb 25, 2010 1:51 PM
4	Could be better.	Mar 1, 2010 2:41 PM
5	the grant has helped tremendously but I have seen others having to pay there own way and struggle. With out it I would not have been able to continue	Apr 1, 2010 5:12 PM
6	useful	Apr 1, 2010 10:20 PM
7	Tutors have been very supportive. Not had the need for support from other departments.	Apr 4, 2010 10:25 AM
8	All tutors have been easy to contact and have been able to provide support in other areas.	Apr 4, 2010 7:22 PM
9	n/a	Apr 6, 2010 11:10 AM
10	very good they offer a wide range of support for everyone	Apr 6, 2010 3:50 PM
11	Good	Apr 14, 2010 3:42 PM
12	Lots of support durin the initial enrolment but feel that throughout year one, support was lacking somewhat tutor wise.	Apr 15, 2010 9:34 AM
13	Very good in helping me along with the whole proccess. Guiding me to make sure I made the right decision about everything. Great help from personal tutors with making my personal statement and ucas application perfect!	Apr 15, 2010 10:52 AM
14	Very good in guiding me to make sure I made the right decision in everything. Good amount of help given with making the ucas applicaion and personal statement perfect!	Apr 15, 2010 11:01 AM
15	The support arrangements have been ok	Apr 15, 2010 2:53 PM
16	easy to adapt	Apr 15, 2010 9:48 PM
17	yes	Apr 16, 2010 8:06 PM
18	So far i have found all the support arrangements from HE very useful and helpful.	Apr 16, 2010 10:25 PM
19	When I have gone out of my way to ask for support and advice I have generally received it, however there were no regular meetings set for us to attend to prompt us to receive support	Apr 22, 2010 1:01 PM
20	support has been given effectively by certain tutors but financially, for this final year studying BA top-up, support has not been as helpful and this is regarding student finance england and not wakefield college.	Apr 23, 2010 2:10 AM
21	Some tutors have been very supportive and understanding. The majority of support has come from the other students in my group.	Apr 23, 2010 10:50 AM
22	very good	Apr 23, 2010 2:08 PM
23	E1 ok	Apr 23, 2010 2:25 PM
24	Support at Uni is really good, there are lots of people you can go to if you have a problem or u are struggling.	Apr 24, 2010 10:51 AM

Response Text		
25	Ok but could be better - when I needed help with my accommodation the su didn't help - stressed for 2 months. Drop in service - kept getting letters, Sat for an hour waiting. Close at 3pm. My handbag got robbed - lost £1400 - police couldn't do anything. Was going to pay off my accommodation. Got help from victim support.	Apr 25, 2010 12:56 PM
26	Fantastic support service at Uni. When I had trouble with finance at the beginning the Uni offered me emergency loans.	Apr 25, 2010 2:21 PM
27	Not very good. I had some run ins with some staff and they weren't as helpful as they could have been.	Apr 25, 2010 3:00 PM
28	I found them very helpful and i have learned alot to be more independant and also i found that there is always help available for you.	Apr 26, 2010 9:49 PM
29	Very good	Apr 26, 2010 10:19 PM
30	No equivalent of Connexions	Apr 27, 2010 8:06 AM
31	good. Helped me before loan came through	Apr 27, 2010 8:35 AM
32	very good	Apr 27, 2010 11:58 AM
33	Not very good. I have being going and asking for support every week for 6 months and nothing happened about it. I was asking for the DSA to be sorted out and for support with dyslexia, but every time I went back they asked me to fill in the same form. They promised to contact me but they never did. I have dropped out because there was no support and I got too far behind to catch up. There wasn't a SU.	Apr 27, 2010 2:16 PM
34	not very good	Apr 27, 2010 3:48 PM
35	Overall good	Apr 29, 2010 8:50 AM
36	fine once the loan was sorted out	Apr 29, 2010 2:56 PM
37	same as on my other course	May 7, 2010 7:28 AM
38	The support I received was great, as I was given support for any problems I had	May 7, 2010 9:21 PM
39	The money is difficult	May 10, 2010 2:10 PM
40	friendly	May 10, 2010 2:27 PM
41	The tutors have been very helpful but difficult to get hold of	May 10, 2010 2:55 PM
42	fine	May 11, 2010 8:39 AM
43	sometimes I felt a bit lost but it's better in the second year	May 11, 2010 12:34 PM
44	ok	May 12, 2010 2:29 PM
45	good	May 13, 2010 1:42 PM
46	Too hard to come by. Its too much of a faff to ask for help, everyone is too hard to get hold of and you have to make special trips to find help rather than getting it straight away when you need it.	May 20, 2010 1:51 PM
47	No problem	May 24, 2010 1:43 PM
48	good	May 26, 2010 9:19 AM
49	ok	May 26, 2010 12:01 PM
50	quite good	May 29, 2010 10:01 AM
51	Very good always available to help when needed	Jun 7, 2010 9:36 AM
52	I found the support very considerate and useful to fall back upon.	Jun 8, 2010 9:56 AM
53	good	Jun 9, 2010 9:31 AM
54	Good	Jun 17, 2010 10:54 PM

### IAG Commissioning Round 3 09/10

What have you found most useful in helping you settle into the HE mode of studying?	
	Response Count
	52
<i>answered question</i>	52
<i>skipped question</i>	22

Response Text		
1	tutors	Feb 18, 2010 11:15 AM
2	no difference to previously	Feb 18, 2010 11:42 AM
3	Friends	Mar 1, 2010 2:41 PM
4	group work, tutor lesson plans.	Apr 1, 2010 5:12 PM
5	information about student finance but there could be more	Apr 1, 2010 10:20 PM
6	The amount of study guides available.	Apr 4, 2010 10:25 AM
7	patience and understanding from tutors. guidance on how i learn and study has supported my understanding of what and why i am studying	Apr 4, 2010 7:22 PM
8	n/a	Apr 6, 2010 11:10 AM
9	the start up lectures they helped to explain everything in great detail	Apr 6, 2010 3:50 PM
10	Own personal tutor	Apr 14, 2010 3:42 PM
11	The group really gelled together from day one and I feel this has been a great help as we have supported each other.	Apr 15, 2010 9:34 AM
12	Not applicable - not started yet	Apr 15, 2010 10:52 AM
13	The guidance and support from family and college tutors with the whole process of getting into uni successfully.	Apr 15, 2010 11:01 AM
14	I found It useful to know that the teachers are there to help you at any time and that the library is a good recourse and all ways available when you need to do your work and get books out	Apr 15, 2010 2:53 PM
15	people in the same situation as me	Apr 15, 2010 9:48 PM
16	yes	Apr 16, 2010 8:06 PM
17	My tutor has been very useful in helping me settle into the HE mode of studying, also the facilities available in the university are highly useful e.g. library catalogue which is a way of finding a specific book you are looking for. Any new student can easily get into the mode of studying by using these facilities.	Apr 16, 2010 10:25 PM
18	Receiving good grades and the desire to improve	Apr 22, 2010 1:01 PM
19	module briefs and student relationship with the tutors.	Apr 23, 2010 2:10 AM
20	Sessions regarding study skills, referencing, support from other group members.	Apr 23, 2010 10:50 AM
21	tutors	Apr 23, 2010 2:08 PM
22	other students	Apr 23, 2010 2:25 PM
23	Support from tutors and family!	Apr 24, 2010 10:51 AM
24	Handed some work in late but it was within the allowed time for minimum time. Student handbook was helpful. Tutors were helpful. Explaining marking.	Apr 25, 2010 12:56 PM
25	Mixture. The Tutors were very helpful when we started. It is not totally independent - have been doing a lot of group work.	Apr 25, 2010 2:21 PM
26	Friends.	Apr 25, 2010 3:00 PM

Response Text		
27	The teachers have helped me alot in HE by showing me how to tackle the course in meeting deadlines and studying for exams and also preparing for assignments.	Apr 26, 2010 9:49 PM
28	the time scale to do everything	Apr 26, 2010 10:19 PM
29	tutors taking the time to explain	Apr 27, 2010 8:06 AM
30	Having done ND	Apr 27, 2010 8:35 AM
31	course contents	Apr 27, 2010 11:58 AM
32	Making friends and living away from home. Had to be self reliant so had to get to know people and made friends.	Apr 27, 2010 2:16 PM
33	you either get the work done, in on time and correct or you dont pass onto second year. simple as that	Apr 27, 2010 3:48 PM
34	Good induction.	Apr 29, 2010 8:50 AM
35	moving within college and having spoken to the tutors before we started	Apr 29, 2010 2:56 PM
36	Knowing the place	May 7, 2010 7:28 AM
37	I found that the tutors of the course were helpful but also the university representatives were helpful also.	May 7, 2010 9:21 PM
38	already knowing the place	May 10, 2010 2:27 PM
39	Friends in second year	May 10, 2010 2:55 PM
40	Tutors, knowing the place	May 11, 2010 8:39 AM
41	dont know now	May 11, 2010 12:34 PM
42	my brother	May 12, 2010 2:29 PM
43	cant say	May 13, 2010 1:42 PM
44	Being at uni with friends from college.	May 20, 2010 1:51 PM
45	Knowing the place already	May 24, 2010 1:43 PM
46	Knowing the college	May 26, 2010 9:19 AM
47	My friends on my course	May 26, 2010 12:01 PM
48	new friends	May 29, 2010 10:01 AM
49	Support from tutors and encouragement	Jun 7, 2010 9:36 AM
50	The support has been most useful.	Jun 8, 2010 9:56 AM
51	interaction with tutors and students. Also group activities with classes	Jun 9, 2010 9:31 AM
52	Tutor input	Jun 17, 2010 10:54 PM

## IAG Commissioning Round 3 09/10

What would be the best advice you could offer a new entrant to HE to help them settle in quickly?	
	Response Count
	49
<i>answered question</i>	49
<i>skipped question</i>	25

Response Text		
1	be friendly	Feb 18, 2010 11:15 AM
2	Meet and make friends with their classmates and get on with the work straight away.	Mar 1, 2010 2:41 PM
3	study skills, itc knowledge is a must, knowing how to reference and find the evidence you need in different forms of media before you begin the course, time management is a must also.	Apr 1, 2010 5:12 PM
4	Find out what you need to do, and enjoy it - it could be the best decision of your life.	Apr 1, 2010 10:20 PM
5	Prepare themselves by reading guides on study and research skills.	Apr 4, 2010 10:25 AM
6	Take it seriously and be committed!	Apr 4, 2010 7:22 PM
7	n/a	Apr 6, 2010 11:10 AM
8	be open minded when going to university it may surprise you and be as outgoing as possible	Apr 6, 2010 3:50 PM
9	You make loads of new friends and will always find someone in a similar situation no matter what it is	Apr 14, 2010 3:42 PM
10	Do not look to deep into what is expected of you. I felt that I was not good enough academically to undertake an HE course but here I am 2 years later and enjoyingmy achievements. Enjoy the study.	Apr 15, 2010 9:34 AM
11	Be prepared beforehand, be organised and try to stay ontop of everything. There is alot to do to prepare going to University!	Apr 15, 2010 10:52 AM
12	Be prepared. Be organised in preparing everything for Univeristy as there is alot to do.	Apr 15, 2010 11:01 AM
13	Not to worry about any thing as teachers are all ways there to help you, when you need it, there are many resources available, and you will make new friends	Apr 15, 2010 2:53 PM
14	go easy on the student loans, its good to have alot of money in the bank account but spend it wisely, and also do ya socialising in the freasher weeks not during semesters.	Apr 15, 2010 9:48 PM
15	learn to manage their free time	Apr 16, 2010 8:06 PM
16	The best advice for a new entrant to HE would be to get as much background knowledge about the course as they can from a student who is or was in the same course if not then from the course leaders. This makes it alot easier when starting uni because then you already know what to expect and therefore you are prepared for it.	Apr 16, 2010 10:25 PM
17	Don't buy the books until you know that they are useful, check them out of the library (if they have them)	Apr 22, 2010 1:01 PM
18	be organised and determined to study.	Apr 23, 2010 2:10 AM
19	Take part on group activities to build up supportive relationships with other students. Study little and often and attend every session to gain support and advice from tutors and group members.	Apr 23, 2010 10:50 AM
20	Try to get to know all the group	Apr 23, 2010 2:08 PM

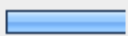
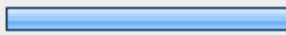

Response Text		
21	dont just sit in your room	Apr 23, 2010 2:25 PM
22	Try not to be too nervous as everyones in the same boat!! Get to know everyone and make new friends!!!	Apr 24, 2010 10:51 AM
23	Make sure that you make the right decision about the course before hand. Apply for student finance on time - don't leave it to last minute.	Apr 25, 2010 12:56 PM
24	Don't cut yourself off, everyone is in the same shoes. The more shy you are the more stickup you may appear. Attend all of the lectures - especially at the start of the year.	Apr 25, 2010 2:21 PM
25	Make friends - find a socail group.	Apr 25, 2010 3:00 PM
26	I would like to say be confident and prepare early for exams and assignments and dont be scared to ask for help.	Apr 26, 2010 9:49 PM
27	plan everthing in advance	Apr 26, 2010 10:19 PM
28	get your money sorted	Apr 27, 2010 8:06 AM
29	Dont bother with the union	Apr 27, 2010 8:35 AM
30	make sure u like the course that you are on and visit the establishment before starting	Apr 27, 2010 11:58 AM
31	Get to know everybody. Make sure the support is in place before you go.	Apr 27, 2010 2:16 PM
32	Concentrate on your subject as much as possible from the very beginning otherwise it will catch up on you.	Apr 27, 2010 3:48 PM
33	get familiar with you College and pay attention @ induction.	Apr 29, 2010 8:50 AM
34	let your family know what you are doing so they can help if you need to make changes	Apr 29, 2010 2:56 PM
35	Get to know the current students who are on the same course and also get involved with activity.	May 7, 2010 9:21 PM
36	live as close as yu can so you arent travelling	May 10, 2010 2:10 PM
37	dont realy know	May 10, 2010 2:27 PM
38	Be on campus as much as you can	May 10, 2010 2:55 PM
39	dont try and be different be yourself	May 11, 2010 8:39 AM
40	Dont make it difficult for people to make friends with you	May 11, 2010 12:34 PM
41	check things out before you get there	May 12, 2010 2:29 PM
42	make use of freshers week	May 13, 2010 1:42 PM
43	Listen from the very start anything you miss here may hinder you later on.	May 20, 2010 1:51 PM
44	Can not say	May 24, 2010 1:43 PM
45	Dont ignore the part-time option	May 26, 2010 12:01 PM
46	have your own money with you as the SLC is crap	May 29, 2010 10:01 AM
47	Use every opportunity and attend all available classes or workshops to get to know the course and the people involved.	Jun 7, 2010 9:36 AM
48	Get to know the support services and the contacts details for them. You can then take advantage of the services available to you.	Jun 8, 2010 9:56 AM
49	socialize with students and teachers	Jun 9, 2010 9:31 AM

### IAG Commissioning Round 3 09/10

Why have you chosen to start/continue studying HE?	
	Response Count
	51
answered question	51
skipped question	23

Response Text		
1	better jobs	Feb 18, 2010 11:15 AM
2	prospects	Feb 18, 2010 11:42 AM
3	Needed the qualification to go into the career I wanted	Mar 1, 2010 2:41 PM
4	My work position demands highly trained staff and I wanted to continue to train to expand my teaching skills, knowledge and understanding in order to help and support others less qualified than myself	Apr 1, 2010 5:12 PM
5	because it helped me get to uni and I absolutely love it.	Apr 1, 2010 10:20 PM
6	To professionally develop.	Apr 4, 2010 10:25 AM
7	To further my knowledge and understanding of my chosen subject and to further my career.	Apr 4, 2010 7:22 PM
8	i havent, i have chosen to begin full time employment as i depend upon my wage to live how i do	Apr 6, 2010 11:10 AM
9	because i wanted to carry on learning and i feel that this course and the work experience built in were the best way for me to do that	Apr 6, 2010 3:50 PM
10	What a degree, and enjoy my course	Apr 14, 2010 3:42 PM
11	to futher my career prospects in childcare as things are changing dramatically.	Apr 15, 2010 9:34 AM
12	To further my career	Apr 15, 2010 10:52 AM
13	To further my career	Apr 15, 2010 11:01 AM
14	I have always had an interest in studying. It is important to have good qualifications, degrees and experience. It is also hart to find a good job	Apr 15, 2010 2:53 PM
15	its what i believe i want to become and if i want to achieve it then i must have a degree for it.	Apr 15, 2010 9:48 PM
16	personal ambitions	Apr 16, 2010 8:06 PM
17	Because i have alot of interest in the course i am doing currently, when i did a module at College in accounting i really enjoyed it and wanted to develop my knowledge by doing a full time course in accounting therefore i chose to start studying HE.	Apr 16, 2010 10:25 PM
18	To improve my promotion/decent job prospects	Apr 22, 2010 1:01 PM
19	firstly, i wanted to gain a better qualification, and secondly, i found studying at wakefield college was comfortable for myself.	Apr 23, 2010 2:10 AM
20	I had to do this course as I was working as Nursery Manager in a LEA nursery and the EYFS was brought in which stated that there had to be a teacher in lower foundation stage.	Apr 23, 2010 10:50 AM
21	To prove I could do it	Apr 23, 2010 2:08 PM
22	Chose to start Uni because i wanted to carry my education on from college and get a degree. Want to have a good career and get a good job at the end of it!	Apr 24, 2010 10:51 AM
23	To get a degree to get a good job.	Apr 25, 2010 12:56 PM

13. Are you working at the moment?

	Response Percent	Response Count
Not Working 	24.2%	15
Part-time 	58.1%	36
Full Time 	17.7%	11
	<i>answered question</i>	62
	<i>skipped question</i>	12

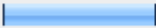

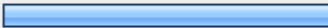
## IAG Commissioning Round 3 09/10

Does this impact positively or negatively on your studies? Please explain		Response Count
		45
	<i>answered question</i>	45
	<i>skipped question</i>	29

Response Text		
1	no	Feb 18, 2010 11:15 AM
2	negatively run out of time	Feb 18, 2010 11:42 AM
3	Positively. There is no way on earth a person can work and at the same time get good marks at HE.	Mar 1, 2010 2:41 PM
4	I find I am tired after working all day and tend to leave housework until the weekends as a result of studying every spare minute I get. Time management is a major issue, having itc access and knowledge of what is required for each module can also be time consuming. However on a positive note I am gaining knowledge and understanding and passing this onto others.	Apr 1, 2010 5:12 PM
5	not much, because it is a student ambassador job and so am only required to do 3 duties per term.	Apr 1, 2010 10:20 PM
6	It does have a negative impact because I am having to use my 'family time' to study.	Apr 4, 2010 10:25 AM
7	positive mostly as I am gaining experience through my work which supports my assignments. Negitive in the fact that I can sometimes have too much stress from both work and college meaning i have to compormise my work ethic.	Apr 4, 2010 7:22 PM
8	n/a	Apr 6, 2010 11:10 AM
9	it doesnt really have an impact on my studies because i work only a small amount of hours	Apr 6, 2010 3:50 PM
10	Have a job in the summer, would not be able to manage one in with my studies	Apr 14, 2010 3:42 PM
11	I have a very supportive spouse and family who do help in other areas of my life but it is very hard fitting the study in with trying to have a life.	Apr 15, 2010 9:34 AM
12	My part-time work at the moment impacts positively as I'm dealing with the public therefore I am getting great experience for when I have to deal with the public at University and whilst on placement in hospitals at uni.	Apr 15, 2010 10:52 AM
13	My part time work is impacting positively on my future course to come as I am working with the public, this is giving me the confidence and experince I need for when I have to work with the public at uni and whilst on placement in hospitals at uni.	Apr 15, 2010 11:01 AM
14	Not working is a good thing as it gives me more time to do my university work and also to do work experience in the area you would like to go in to in the future	Apr 15, 2010 2:53 PM
15	personally it has it both advantages and disavantages. working is great because you earn some money. however it can ome in between your studies and it can also make it very difficult to balance both things.	Apr 15, 2010 9:48 PM
16	This has a positive and a negative impact on my studies. Positive because i am earning and living an independent life by providing myself with all the uni requirements however i don't get enough time to do my uni work and prepare for my exams in my spare time due to me being at work.	Apr 16, 2010 10:25 PM

Response Text		
17	There is a fight over priorities - money to live or time to dedicate to assignments. When working the last thing want to do is start assignment work when get in.	Apr 22, 2010 1:01 PM
18	n/a	Apr 23, 2010 2:10 AM
19	Positively because I can apply skills and knowledge gained from the course into my job. Negatively because of time factors - working full time, having a family and studying is not easy!!	Apr 23, 2010 10:50 AM
20	Not really. Me and the children have to be organised	Apr 23, 2010 2:08 PM
21	no	Apr 23, 2010 2:25 PM
22	This impacts positively as it gives me less things to think about so that i can focus on my work.	Apr 24, 2010 10:51 AM
23	Have had part-time jobs, but because of leaving the course and changing to another am in the process of applying for a full-time job.	Apr 25, 2010 12:56 PM
24	Currently dropped out of year of study.	Apr 25, 2010 2:21 PM
25	No longer studying. Had a part-time job at Uni which may have had a negative impact on my studies.	Apr 25, 2010 3:00 PM
26	No this doesnt affect my studies beacause my job helps me balance my time this is positive as i feel much more organised.	Apr 26, 2010 9:49 PM
27	N/A	Apr 26, 2010 10:19 PM
28	No I was doing it before when I was at college	Apr 27, 2010 8:35 AM
29	I am not working in the career field i like so it doesn't have any effect on my course only money for travelling	Apr 27, 2010 11:58 AM
30	negatively because they expect too much of me when i should be solely concentrating on university.	Apr 27, 2010 3:48 PM
31	It impacts positivly.	Apr 29, 2010 8:50 AM
32	It helps with my studies as it give spending money to help with my course.	May 7, 2010 9:21 PM
33	No I only do 6 hours	May 10, 2010 2:55 PM
34	doesnt matter one way or the other	May 11, 2010 8:39 AM
35	positively I dont need to worry as much about money	May 11, 2010 12:34 PM
36	no	May 12, 2010 2:29 PM
37	no	May 13, 2010 1:42 PM
38	Negatively because you need to work to do the things you want in your spare time but working can affect uni work.	May 20, 2010 1:51 PM
39	No	May 24, 2010 1:43 PM
40	positively it makes me organised	May 26, 2010 9:19 AM
41	Not now	May 26, 2010 12:01 PM
42	Negative in that I have to work to support myself for the course, positive because it allows a total change of scenery and a break form my work.	Jun 7, 2010 9:36 AM
43	It allows me time to study.	Jun 8, 2010 9:56 AM
44	positively, because it prepares me for the real work. teaches me to be on time and set my priorities.	Jun 9, 2010 9:31 AM
45	Negatively with regard to time and commitments.	Jun 17, 2010 10:54 PM

### IAG Commissioning Round 3 09/10

After completing your current qualification, at this moment in time what do you think you will do?		
	Response Percent	Response Count
Further study 	31.1%	19
Year out 	1.6%	1
Work 	67.2%	41
Other (please specify)		6
<i>answered question</i>		61
<i>skipped question</i>		13

Other (please specify)		
1	n/a	Apr 6, 2010 11:10 AM
2	masters	Apr 15, 2010 9:49 PM
3	Going to apply for different uni course.	Apr 25, 2010 12:58 PM
4	Looking at restarting in 2010 elsewhere.	Apr 27, 2010 2:18 PM
5	I hope to work for myself and travel inbetween	Jun 7, 2010 9:38 AM
6	Go onto further qualifications	Jun 8, 2010 9:57 AM

### IAG Commissioning Round 3 09/10

How 'employable' do you think you will be following the completion of this qualification?	
	Response Count
	61
answered question	61
skipped question	13

Response Text		
1	better than before	Feb 18, 2010 11:15 AM
2	very if the jobs are there	Feb 18, 2010 11:42 AM
3	Not sure	Feb 25, 2010 1:52 PM
4	extremely employable	Mar 1, 2010 2:42 PM
5	hopefully very employable. I am good at organising my life and work, I can prioritise and have confidence in my abilities to learn and continue to develop my professional skills	Apr 1, 2010 5:16 PM
6	I believe I am much more employable and have more confidence in doing my job.	Apr 1, 2010 8:27 PM
7	fairly employable	Apr 1, 2010 10:21 PM
8	Should be very employable due to the Governments aims to have a more qualified workforce in the childcare sector.	Apr 4, 2010 10:26 AM
9	Very. The better qualifications in my chosen field the better prospects I have.	Apr 4, 2010 7:23 PM
10	n/a	Apr 6, 2010 11:10 AM
11	i think that i will be employable because i will have had work experience as well as a qualification	Apr 6, 2010 3:51 PM
12	I would like to go onto a masters, so very.	Apr 14, 2010 3:43 PM
13	Very employable as I feel I have gained in confidence as well as the qualification I will obtain	Apr 15, 2010 9:35 AM
14	Very enjoyable!	Apr 15, 2010 10:53 AM
15	Very enjoyable!	Apr 15, 2010 11:01 AM
16	very	Apr 15, 2010 11:39 AM
17	not to bad	Apr 15, 2010 2:06 PM
18	I have a wide career option and should be easy to get in to the area that I would like to as I will have a degree and experience	Apr 15, 2010 2:56 PM
19	highly employable because i will have alot of skills as well as experaince in the field of accountancy.	Apr 15, 2010 9:49 PM
20	a lot more than if i worked after college	Apr 16, 2010 8:07 PM
21	This depends on whether any accounting firm employs for one year worth of work experience. If i gain work experience the i have higher chances of being employable.	Apr 16, 2010 10:29 PM
22	Not very	Apr 20, 2010 10:06 AM
23	Hopefully I will be more desirable, however without the top-up degree I fear that it will make no difference.	Apr 22, 2010 1:03 PM
24	highly employable but definitely more employable compared to before.	Apr 23, 2010 2:11 AM
25	After completing this course and then teacher training I will have the job as teacher in charge of lower foundation stage at my current setting.	Apr 23, 2010 10:51 AM
26	depends on economy	Apr 23, 2010 2:09 PM
27	hopefully well	Apr 23, 2010 2:26 PM

Response Text		
28	I think i will be very employable as i will be fully qualified and have relevant experience in my area.	Apr 24, 2010 10:54 AM
29	No job guaranteed.	Apr 25, 2010 12:58 PM
30	Pretty employable after the journalism degree. Not thinking about the money, just going to enjoy doing it.	Apr 25, 2010 2:23 PM
31	Will not qualify. Will probably suffer as a result of dropping out of the Uni - failed.	Apr 25, 2010 3:06 PM
32	I feel i will be 80 % employable beacause the knowledge i will gain will help me in the field i am currently going in and my will to learn will give me more confidence.	Apr 26, 2010 9:55 PM
33	prettt employable	Apr 26, 2010 10:19 PM
34	a lot more so than I am now	Apr 27, 2010 8:07 AM
35	Hopefully a lot more than before I started	Apr 27, 2010 8:35 AM
36	very employable, i think i would recieve a job real fast	Apr 27, 2010 11:59 AM
37	I should be very employable.	Apr 27, 2010 2:18 PM
38	I wouldnt know	Apr 27, 2010 3:48 PM
39	More employable	Apr 29, 2010 8:51 AM
40	it depends on what happens outside	Apr 29, 2010 2:58 PM
41	I'll still need to build my portfolio	May 7, 2010 7:29 AM
42	Very, I think with this course it helps with competence of being in construction.	May 7, 2010 9:22 PM
43	well good	May 10, 2010 2:11 PM
44	very	May 10, 2010 2:28 PM
45	I hope very	May 10, 2010 2:56 PM
46	I'll be self-employed/freelance	May 11, 2010 8:40 AM
47	very if I am flexible about where I'll work	May 11, 2010 12:35 PM
48	very	May 12, 2010 2:30 PM
49	N	May 12, 2010 4:37 PM
50	more than now	May 13, 2010 1:42 PM
51	Really don't know because of the economic climate hopefully better than if i wanted a job now.	May 20, 2010 1:52 PM
52	More than now	May 24, 2010 1:43 PM
53	depends on how things go	May 26, 2010 9:20 AM
54	good	May 26, 2010 9:42 AM
55	Hopefully a lot more so than when I started	May 26, 2010 12:03 PM
56	This qualification gives me the variety of skills, which help my employment.	May 26, 2010 2:20 PM
57	very	May 29, 2010 10:02 AM
58	Not as much as I would like to be. I think more work placem,ents would be a better way for students to become employable	Jun 7, 2010 9:38 AM
59	I will be sad to finish this programme of study.	Jun 8, 2010 9:57 AM
60	very employable	Jun 9, 2010 9:32 AM
61	Very.	Jun 17, 2010 10:55 PM

## IAG Commissioning Round 3 09/10



Other (please specify)		
1	confidence in myself that I can develop and build on my skills already acheived.	Apr 1, 2010 5:16 PM
2	confidence	Apr 1, 2010 10:21 PM
3	n/a	Apr 6, 2010 11:10 AM
4	theory to back up work experience	Apr 22, 2010 1:03 PM
5	Had I completed it, I would have been guaranteed a job any where.	Apr 25, 2010 3:06 PM
6	pride	Apr 29, 2010 2:58 PM

## **Appendix D**

### **Heather Savage Presentation**

# IAG Commissioning Round 3

Longitudinal Study –  
Supporting transitions  
between FE and HE

## The reason for the study

- Discussed at IAG Task group
- Ex students from FE frequently pop back in for help, or a chat or for some other reason
- Keen to capture/analyse their experience rather than our perception of their experience
- Complimented progression agreements

## Organisations Involved

- **Wakefield College** - covering 2 sectors (Health, Social Care and Early Years & Leadership, Management, Innovation and Enterprise)
- **Bradford College** - covering 2 sectors (Business Services, including the Finance Sector, Logistics and Retail & Advanced Engineering and Manufacturing including Food Manufacturing and Related Industrial Chemistry)
- **Bradford College** are also leading a project on behalf of the **Digital Sector Group** (covering Digital Industries, including Creative Digital, ICT and Print)
- Leeds College of Building - covering 1 sector (Construction and the Built Environment)
- Shipley College - covering 1 sector (Digital Industries including Creative Digital, ICT and Print)

## Approach taken

- Each institution took responsibility for keeping in contact with a cohort of 5 students per year group
- In first year of project
  - Cohort one: First year of HE
  - Cohort two: Final year of FE
- In Second year of project
  - Cohort one: Second Year of HE
  - Cohort two: First year of HE
- Interviewed them by:
  - Phone
  - Email
  - In person
  - Using survey monkey

## Lessons learned

- What else FE need to be doing in PREPARING for HE
- What HE need to be doing to KEEP them in HE
- How we need to make progression agreements work in response

### What else they would have like to have known before they went to HE

- Available options after HE course
- How you are expected to learn/ note take/ essay write/ use Powerpoint/ reference
- How long it will be before I get my money through
- More information about individual modules on a course ie what the course is really about
- How alone I would be
- What social activities there are likely to be

## What FE/HE could have done differently

- More on budgeting/ managing money
- Explore part-time options in case I have to drop out
- Push me to get my finance sorted out
- How to meet deadlines
- Emphasise how hard it will be
- Good to know how to work alone
- Need to know how to work in a team
- Don't have to go through UCAS (*my comment - statistics??*)
- Make UCAS forms better
- More guidance on what to do if you have problems.
- Actual HE Tutors to be at Open Days

## How have you found support arrangements in HE?

- About 75% said Good or very good
- Too hard to come by, too much of a faff, everyone is hard to get hold of
- Sometimes I felt a bit lost, but it's better in the second year
- Not very good. – One student spent 6 months trying to establish support for her dyslexia before giving up HE as she was repeatedly asked to complete the same form

## What have you found most helpful settling into HE?

- Making friends – overwhelmingly most significant factor
- Good induction
- Helpful tutors
- Either you get the work done, in on time & correct or you don't pass onto 2<sup>nd</sup> year – simple as that!
- Sessions regarding study skills

## What advice would you offer to future students?

- Make friends – no matter how difficult – vast majority said this
- Have your own money with you as the SLC is crap
- Manage your money
- Make use of Freshers Week/socialise/stay on campus
- Pay attention at induction
- Plan/be organised with your work
- Get to know the course well before you choose which course to do
- Enjoy studying!

## Impact

- Our
  - scheme of work for PSD
  - Student UCAS handbook
  - Personal Tutor staff development
  - Second Year induction
  - Progression Agreementshave changed, and will continue to change as a result of the feedback

## Report

- A report from the project will be produced in July 2010 and posted on WYLLN website

