

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 2nd 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