

Supporting and interlinking the different student transitions to enable success

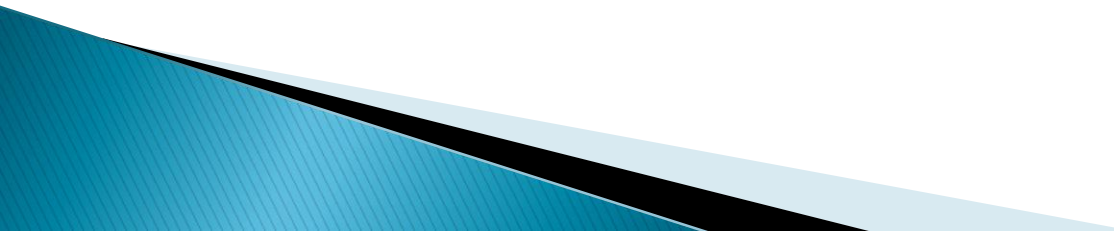
Michelle Morgan

**Moving beyond Induction– understanding transitions in
student life Conference
15 June 2010**

University of Sheffield

Aims and objectives

Look at:

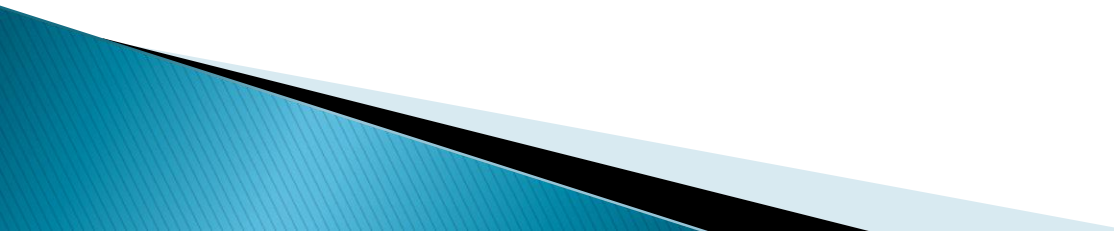
- ▶ the importance of the different transitions in the student lifecycle
 - ▶ how the support offered during these transitions can impact on retention rates and student progression
 - ▶ the need to plan and develop activities around a diverse student population
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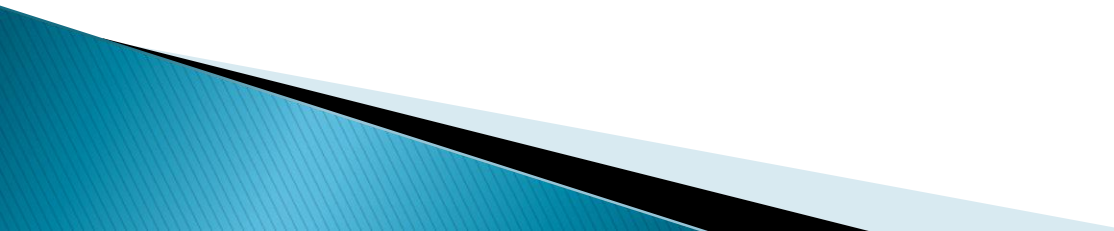
How the student body has changed

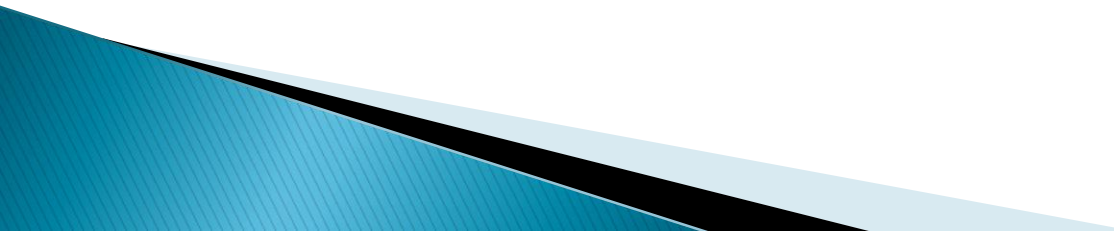
Massification

- Increase in student numbers especially in the past 10 years
- Globally increase translates into 4.6% increase in participation in HE annually
- Increase in overseas competition
 - 1970 1 in 2 studied in North America and Western Europe
 - Today it is 1 in 4

Diversity

- Academic qualifications
 - Domiciled status
 - Social class
- 

- Students with disabilities
 - Mature students
 - Mode of study
- 

- Students with disabilities
 - Mature students
 - Mode of study
 - Entry level
- 

Changes for the student today?

Social

- Introduction of fees
- Introduction of loans
- Removal of grants
- Removal of housing benefits
- Removal of benefit during vacations
- Changes in the job market
- Pressure to attend university to improve job prospects
- Requirement to work to supplement income whilst at Uni
- Post degree debt and associated problems
- Play hard

Academic

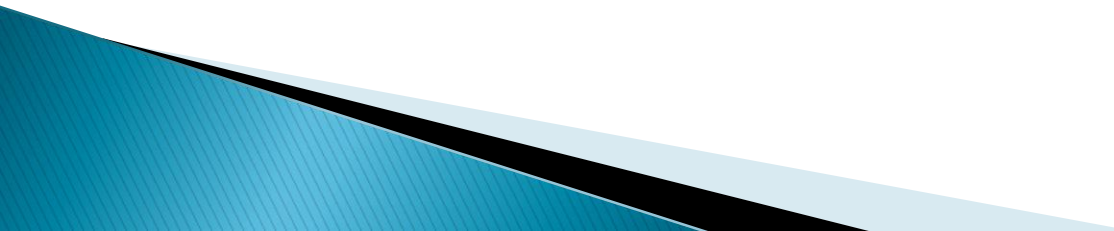
- A levels are taught differently

‘ we have students from different ethnic groups and non-English speaking backgrounds, international, lower socio-economic backgrounds, mature aged students, students with disabilities, as well those for whom higher education is the first family experience ‘

(Crosling et al, 2009)

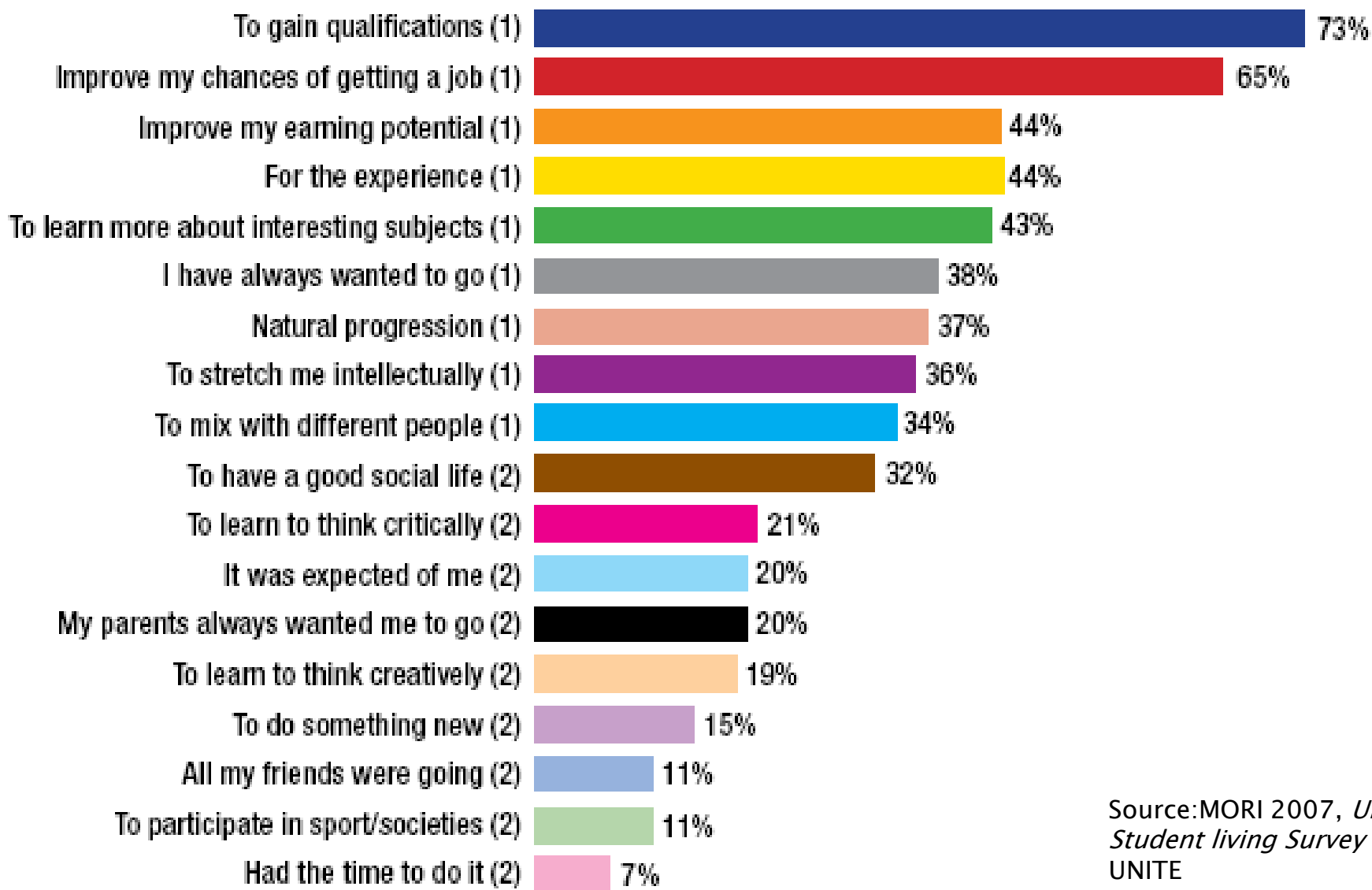
The world as the school leaver knows it, is (and always has been) comprised of colour and cable television, remote control operation for electrical appliances, compact discs, answering machines and microwaves. Accessibility and communication is far ranging and immediate, through telephones (landlines and mobiles) and the internet. Long distance travel is commonplace, air travel is routine and space travel considered passé. Personal mobility abounds with all family members old enough to have a driving licence each having access to a car. It is a world in which plastic proliferates, and Michael Jackson has always been white with straight hair”.

Tanya Kantanis 2002

- A student's reason for going to university is likely to have a big impact on their expectation and experience
 - Reasons for going to university are changing
 - Not sure what I want to do
 - Parental expectations
 - A degree will get me a better job. I am not interested in the journey
 - I need a degree as a bare minimum
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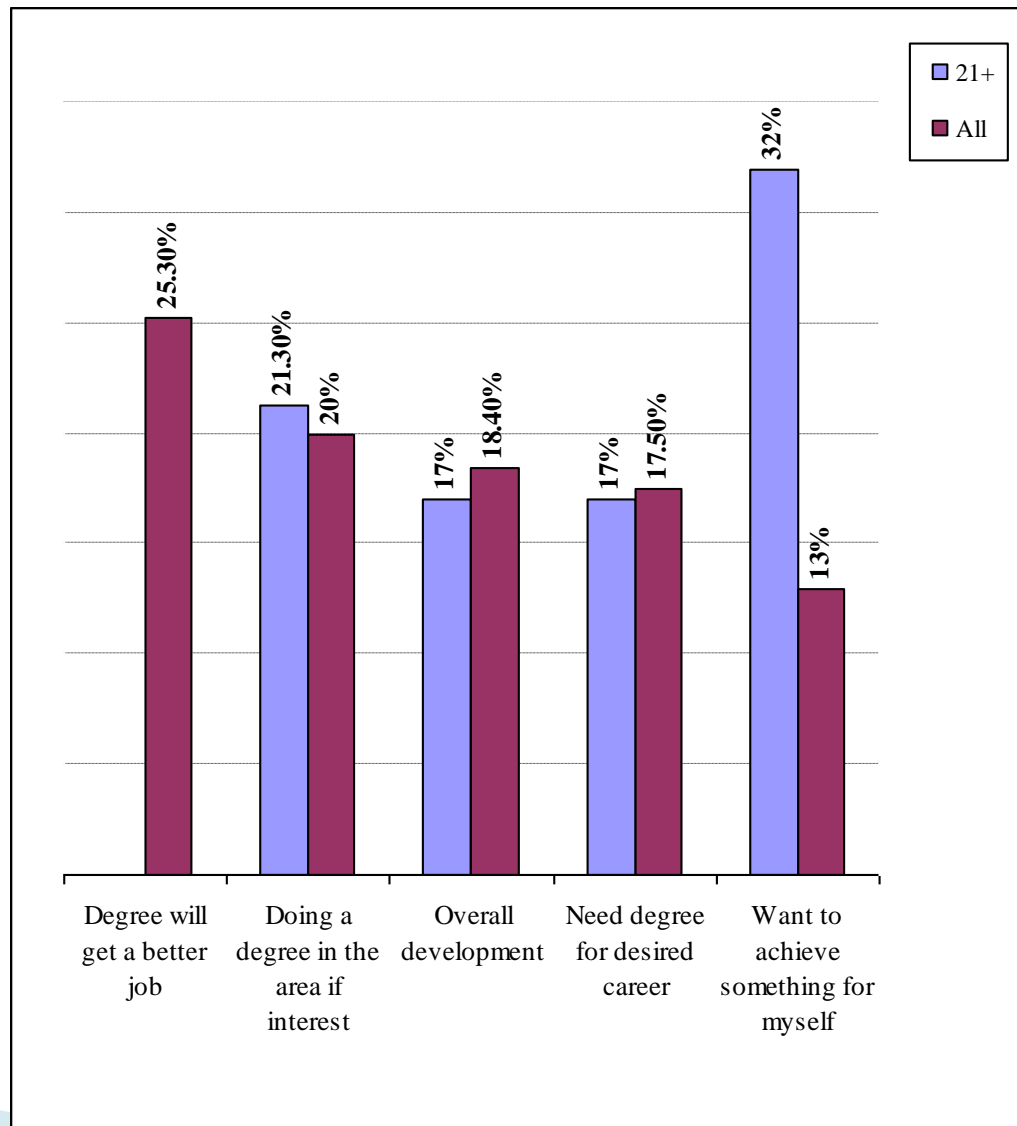
WHY GO TO UNIVERSITY

Q Why did you decide to go to University?



Source: MORI 2007, *UNITE Student living Survey 2007*, UNITE

Expectation of university



Source:

Sussex Expectation Survey 2003 (n= 500)

Faculty of Engineering

	Important or very important	Not important or not important at all	No opinion
More time to think about a career	31%	39%	30%
Parent expectations- they went to university	12%	65%	23%
Parent expectations- they haven't been to university	22%	55%	23%
I need a degree for the career I want to go into to	84% (3)	4%	22%
It will give me a better chance of getting a job	89% (1)	2%	9%
Interest in my degree subject and love of studying	78%	4%	18%
Want to achieve something for myself	87% (2)	2%	9%
Overall self development	81%	3%	16%
Chance to try a new subject	44%	2%	54%

Source: Faculty of Engineering, Kingston University
Student Expectation Survey 2008/9 (n=279)

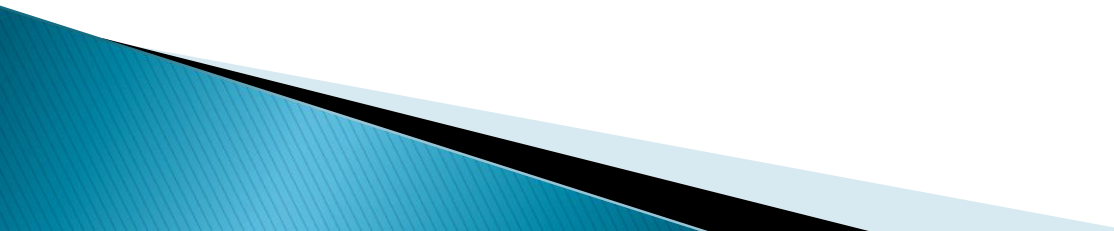
Suicides in HE

- ▶ In UK suicides greater amongst men than women (approx 5,000 a year, more women predominate in hospital admissions statistics)
- ▶ In 90's 75% of suicides amongst students in FE and HE were men (1990–1999 n= 1482 [1111 males, 371 females])
- ▶ Highest rate 25–34 year old males
- ▶ Fastest growing group 15–24 years of age
Source: Department of Health, Universities UK 2006
- ▶ Most suicides in transition period
Source: RaPSS 2007

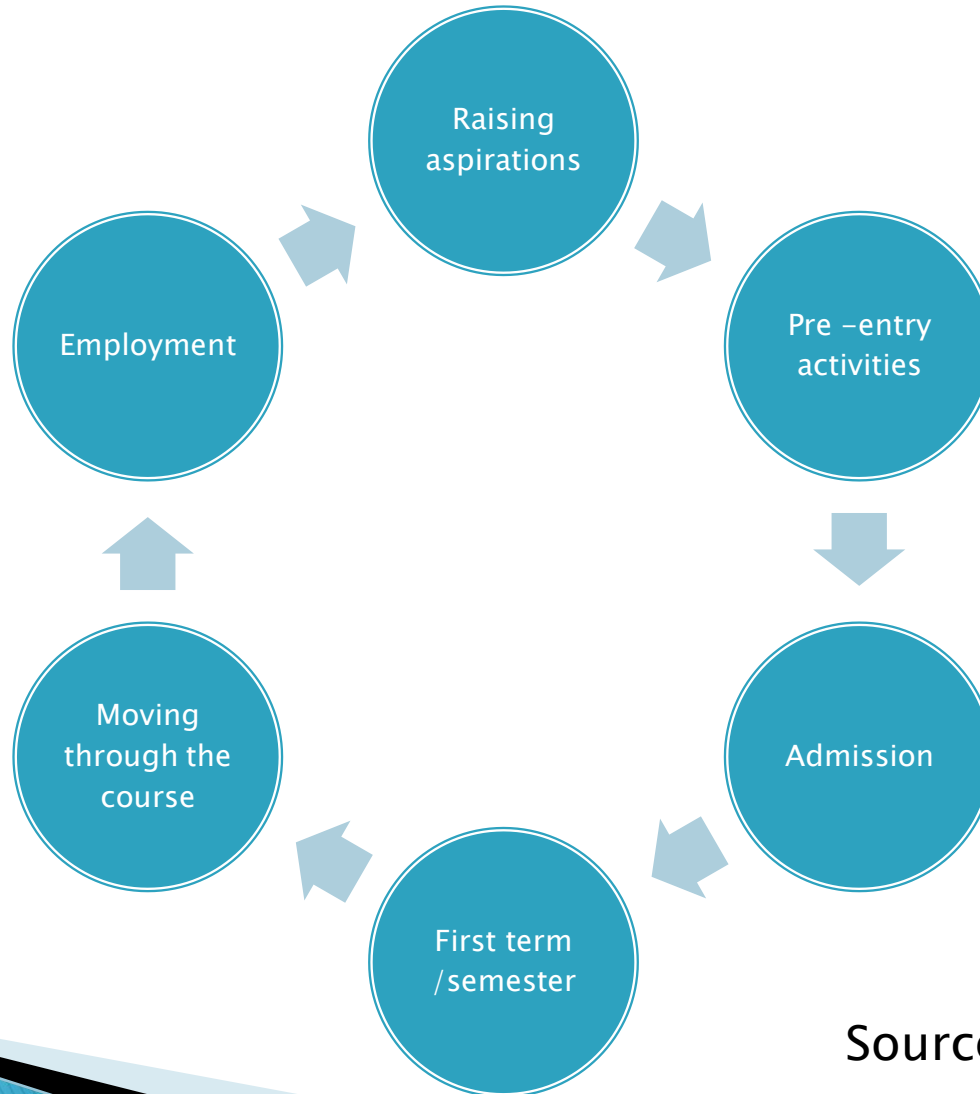
5 minute activity

In groups of 6

If you were a student at university making the transition from one level to the next, what support, advice and guidance would you expect?



Student Lifecycle Model

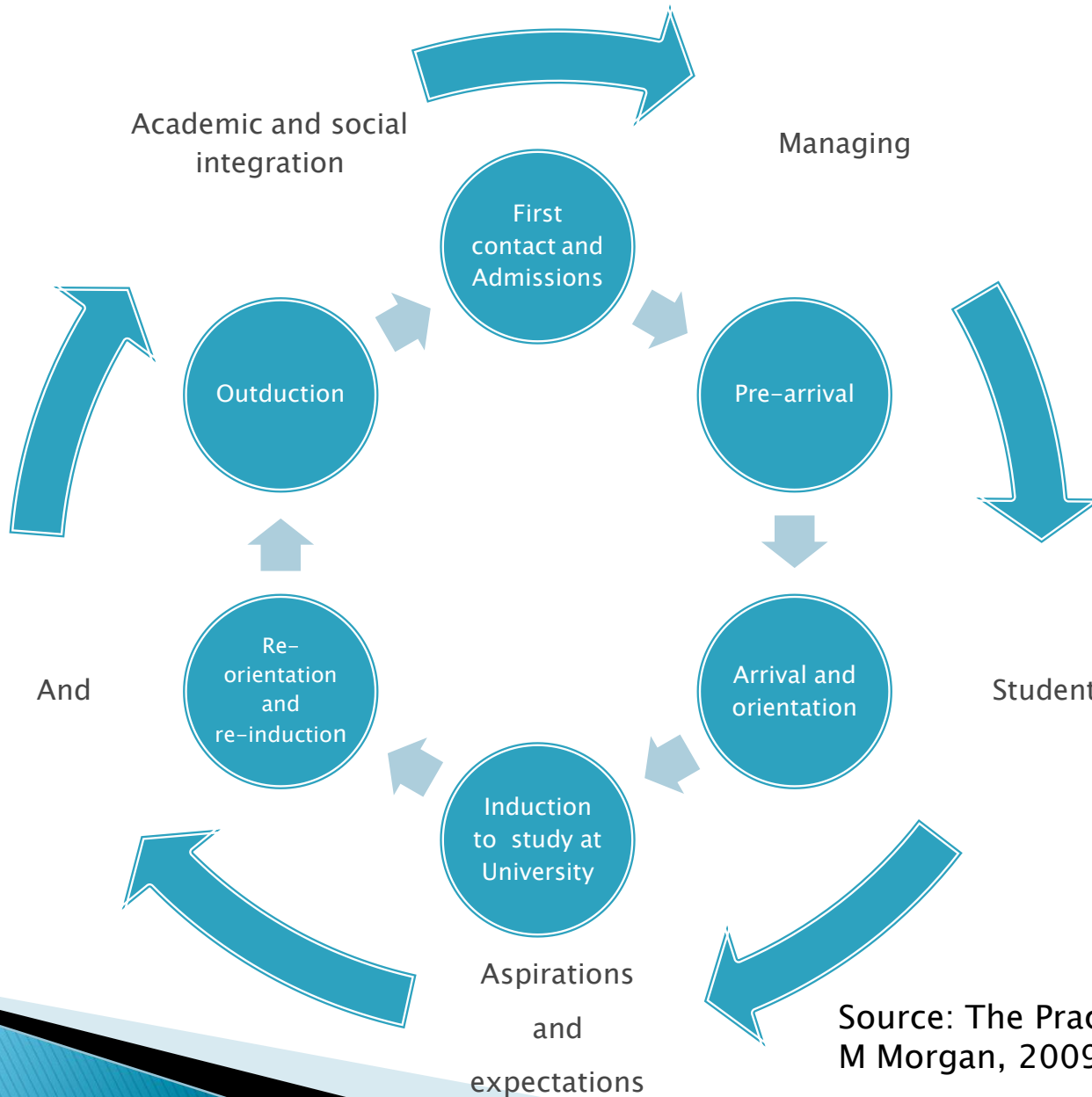


Source: HECFE 2002

What are the different transitions?

- ▶ First contact and Admissions
- ▶ Pre-arrival
- ▶ Arrival and orientation
- ▶ Induction
- ▶ Reinduction
- ▶ Outduction

The Practitioner Model




Source: The Practitioner Model by M Morgan, 2009

Mapping the Practitioner Model to Study

All students will undertake the first contact and admissions, pre-arrival and arrival and orientation stages

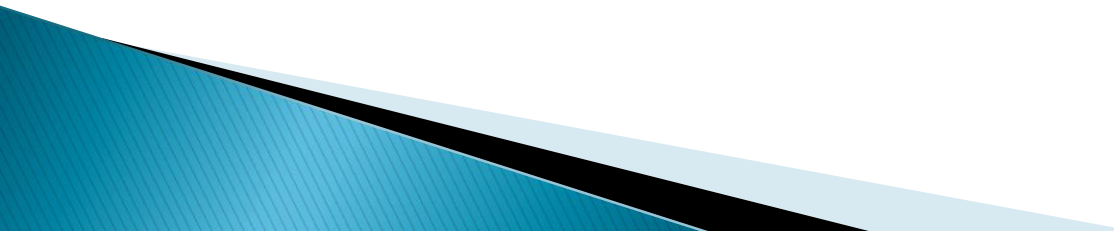
Example one

A student on a one year course

- ▶ induction to study by the end of semester 1 or term 1
 - ▶ reorientation and reinduction at the start of semester 2 or term 2
 - ▶ outduction just after the start of semester 2 or the beginning of term 3.
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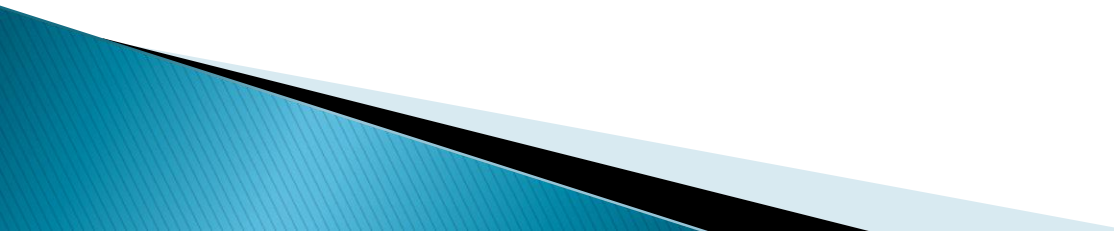
Example two

A student on a three year Full-time degree

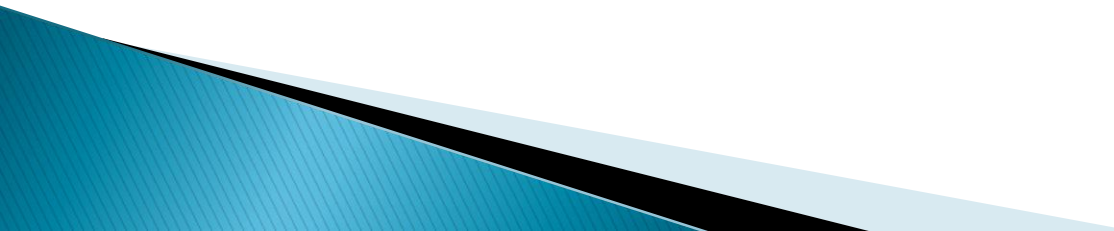
- ▶ induction to university study during level 1
 - ▶ reorientation and reinduction in level 2
 - ▶ Outduction starts semester 2 of Level 2 and continues into Level 3
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Example three

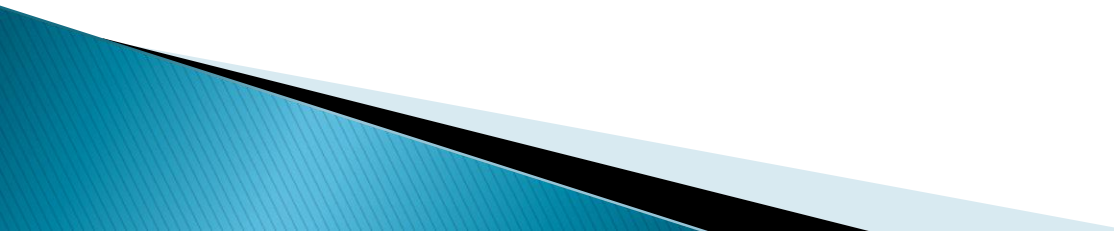
A student entering as a direct entry student into level 2

- ▶ Orientation and Induction to study in semester 1 level 2
 - ▶ Reinduction to Level 2 will have to run alongside or be incorporated into their programme
 - ▶ Outduction starts semester 2 of Level 2 and continues into Level 3
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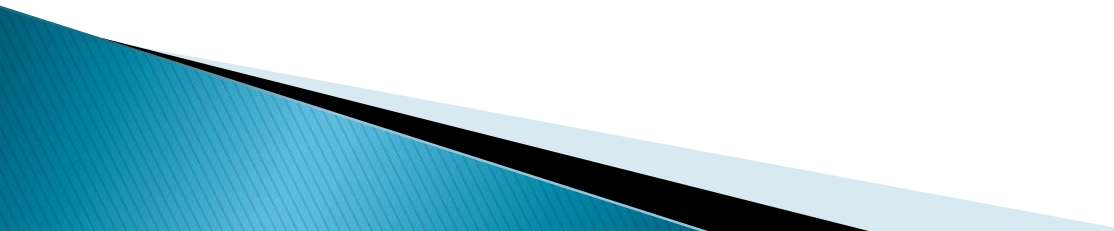
The key to a quality student experience

- Supporting students in, through and out of each stage starting with first contact
 - Key service providers need to talk to one another and coordinate and join up their activities
 - Effectively combining aspects one and two
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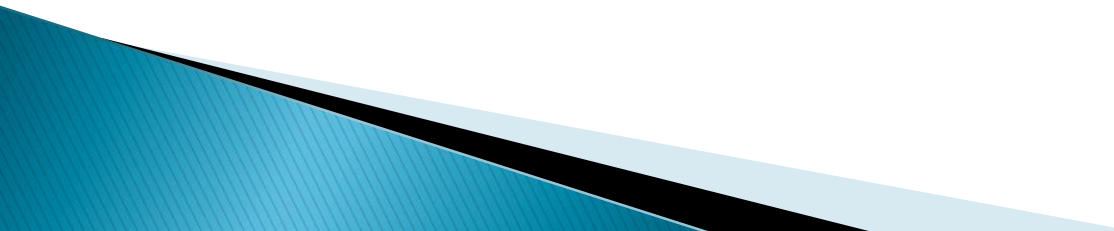
Who is involved in the Practitioner Model?

- Must be managed by the Student's home unit (faculty, school, department)
 - All key players from across the university need to coordinate activities and collaborate with home unit
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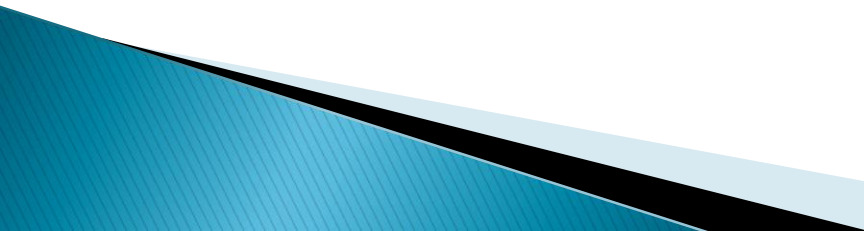
First contact and Admissions

- ▶ Setting expectations
 - ▶ Managing expectations and aspirations
 - ▶ Academic integration
 - ▶ social integration
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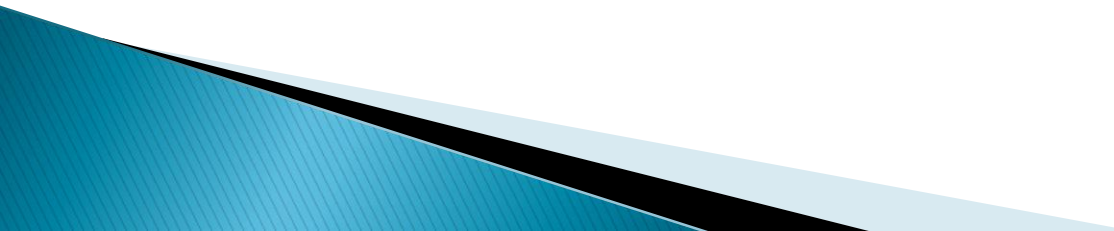
Pre-arrival

- ▶ Reinforcement of first contact and admissions information
 - ▶ academic and personal advice
 - ▶ guidance and support
 - ▶ Identifying and providing support to students with specific needs
- 

Arrival and orientation

- ▶ Expectations set during the first contact, admissions and pre-arrival stages need to be delivered
 - ▶ Academic imperative at heart
 - ▶ Focus on academic and not administrative activities
 - ▶ Opportunity to make friends
 - ▶ Settle into their university life and studies as soon as possible
 - ▶ Appropriate information and support
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Induction to study

- ▶ Settling into studies
 - ▶ Coping with the demands of academia
 - ▶ Managing pressures of life
 - ▶ Induction period
 - Minimum of 1 semester
 - Maximum of 1 academic year
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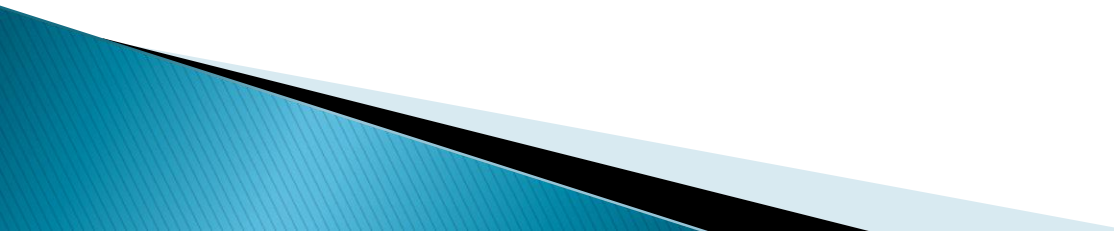
Reorientation and reinduction


Returning students

- ▶ Neglected especially year 2
- ▶ Orientation and induction of new students into university been priority
- ▶ “University students should struggle because it’s part of their rite of passage”

Source: M Morgan, 2009

Why Re-orientation and reinduction are so important

- ▶ Each academic level brings a different set of rules and regulations, skills and expectations
 - ▶ After the intense support of the first year at university, students can feel abandoned when they return to their studies
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- ▶ A returning student faces a whole set of different issues and problems
 - living in non- university accommodation
 - having to balance studies with paid work
 - relationship breakups and illness
 - Students may have experienced gap years, been on placements or changed study mode.
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Re-orientation Activities

- ▶ Introduction to academic requirements
- ▶ Refresher on support available
 - PAL
 - Mentors
 - Welfare and pastoral

OUTduction

‘Getting students through the student lifecycle involves more than simply getting them to complete their course. It should support students in the transition from the world of study into the world of life.’

Michelle Morgan

2009



‘OUTduction starts during INduction when students are introduced to the key skills and knowledge they will build upon and utilise during and post study’.

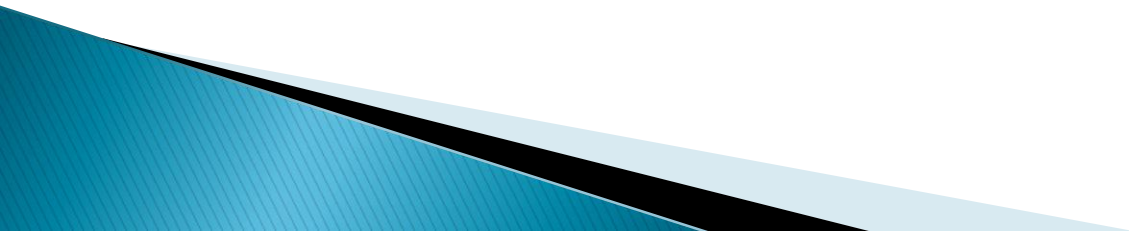
Source: M Morgan, 2008



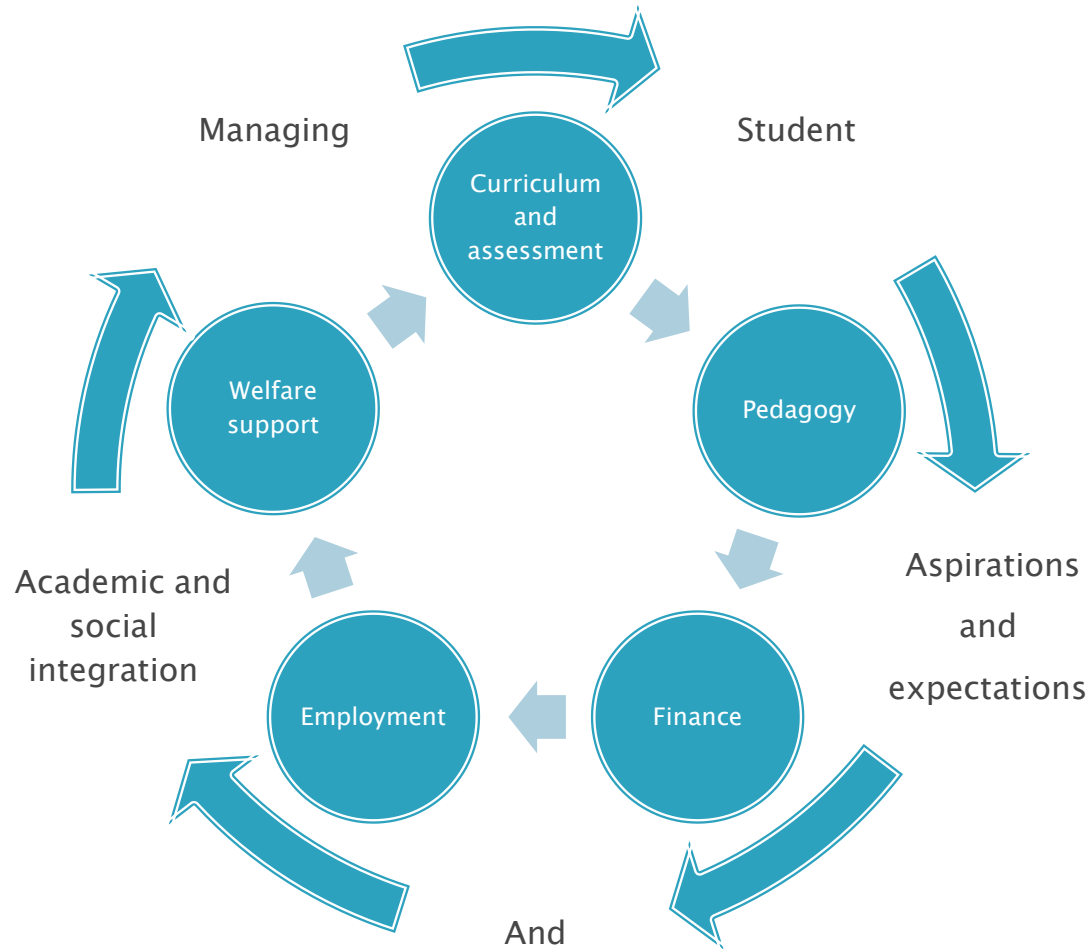
5 minute activity

In groups of 6

What type of activities do you do in each transition at your institution?



Themes in each stage



Source: The Practitioner Model by
M Morgan, 2009

Theme: Support

Stage	Activity
First contact and admissions	Explanation of services and support available;
Pre-arrival	Accessing services and support;
Arrival and orientation	Explanation of services and support available; learning when and how to access services and support;
Induction to study at university	Regular reminders of services and support available and how to access them;
Reorientation and reinduction	Reminder of services and support available and how to access them;
Outduction	Reminder of services and support available and how to access them in final level of level of study and post study as alumni (career service etc);

Theme: Finance

Stage	Activity
First contact and admissions	Information on loans/ fees/ bursaries; money management advice; accommodation costs;
Pre-arrival	Applications for loans/bursaries; payment of fees/accommodation costs; money management advice;
Arrival and orientation	Payment of fees/accommodation costs; money management advice; accessing hardship funds;
Induction to study at university	Money management advice; accessing hardship funds; outstanding debt control;
Reorientation and reinduction	Payment of fees/accommodation costs; money management advice; accessing hardship funds; outstanding debt control
Outduction	Money management advice; preparation for repayment of loans/fees

Who is the target group?

What do they need to know?

What information is going to be delivered?

Who will deliver it?

When is it going to be delivered?

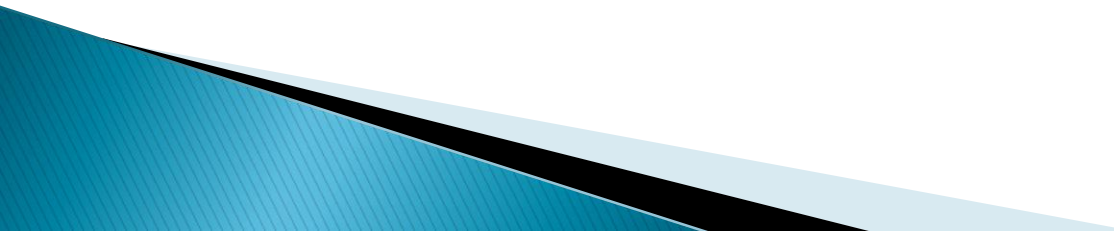
How will it be delivered?

Cost/timeline

Can the initiative/info be adapted for another group?

Stage	Activity
First contact and admissions	Information on loans/ fees/ bursaries; money management advice ; accommodation costs;
Pre-arrival	Applications for loans/bursaries; payment of fees/accommodation costs; money management advice ;
Arrival and orientation	Payment of fees/accommodation costs; money management advice ; part-time work advice and help; accessing hardship funds;
Induction to study at university	Money management advice ; part-time work advice and help; accessing hardship funds; outstanding debt control;

Conclusion

- ▶ Support in terms of stages and themes not specific years
 - ▶ Home unit manages the Practitioner Model Lifecycle
 - ▶ Key players to coordinate and collaborate
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**Thank you
for listening**

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