

Foundation Studies

... or Access ...?

Dr. Del Morgan

CROESO PAWB!

WELCOME EVERYONE!

Session Objectives

- To open a dialogue on Foundation versus(?) Access from a HE perspective
- To pursue this dialogue from a student perspective
- To consider useful research in this area to inform the sector(s)

This session seeks to map out a challenge – to compare Foundation Year / Access routes to conventional (Level 4) HE courses – by defining and describing a research project to be conducted (hopefully) during 2008-2009.

Towards a Model ...?

“Foundation Studies form what we refer to as the first year of a four-year degree course ...”

Foundation Studies Courses

- Biology / Applied Science
- Human Biology / Health Science
- Chiropractic
- Sports Science
- Forensic Science
- Police Studies

Foundation Studies Courses

- Business
- Humanities & Social Sciences
- Law

Foundation Studies Courses

- Aerospace Engineering
- Civil / Mechanical Engineering
- Electronics
- Mathematics

Foundation Studies Courses

- Geography
- Built Environment
- Combined Studies

Course Structure

- Foundation Year (Year 0)
- Year 1
- Year 2
- Year 3 → Graduate

Course Structure

- Foundation Year is full-time
- Study a range of modules
- Achieve 120 credits
- What choices are there ...?

Activities

- Lectures
- Tutorials
- Seminars
- Practicals
- Workshops
- Field Trips
- Others ...



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Notices Schedule

IS242 - Advanced Multimedia Applications

- The first six weeks Powerpoint slides and hypertext links are now available on the server. **Posted by [Geneen Stubbs](#) on Friday 12th March.**
- All resenations of the first assignment (Authorware) will take place in Week 10. **Posted by [Geneen Stubbs](#) on Friday 12th March.**

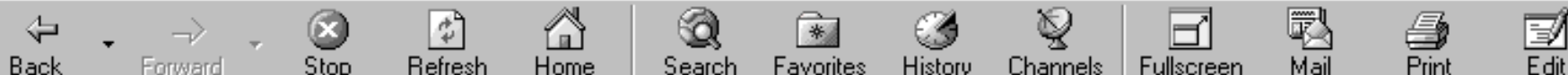
IS241 - Legal and Marketing Issues

- The appendices to the lecture notes for the lecture on the 4th March 1999, relating to "Contempt of Court" are now available for access on the server. **Posted by [Geoff Evans](#) on Friday 12th March.**
- There will be a Marketing taste test on the 18th March, please remember to bring your produce. **Posted by [Claire Rees](#) on Friday 12th March.**
- There is a visit to the Western Mail & Echo offices in Cardiff on the 25th March 1999, please see the preparations for this visit. **Posted by [Claire Rees](#) on Friday 12th March.**

CS221 - Hypertext and the World Wide Web

- The first assignment (Project proposal) is due to be handed in on Tuesday 16th March. **Posted by [Mike Reddy](#) on Friday 12th March.**

Internet zone



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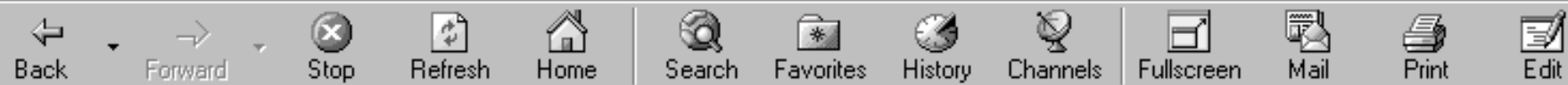
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Assessment

- Tests
- Essays
- Practical Assignments
- Projects
- Examinations
- Others ...



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Question 1 Multiple Choice (2 points)

Question: Why did the sun never set on the British Empire?

- Because the British Empire is in the East and the sun sets in the West
- Because the British Empire extended around most parts of the world
- Because the British Empire was never named

Question 2 Multiple Choice (2 points)

Question: Sir Francis Drake ***** the world in a 100ft clipper.

(Select the correct word)

- circumvented
- circumcised
- circumnavigated

Question 3 Multiple Choice (2 points)

Foundation Year Entry Requirements

- 1 A-level or equivalent course ...?
- Mature entry by individual screening
- Specific requirements (e.g. Science)
- Enthusiasm and willing to work ...!

Foundation Studies Enrolments

Year	Oct	Jan	Total
2004-2005	512	104	616
2005-2006	511	106	617
2006-2007	504	102	606
2007-2008	559	65	624

Foundation Studies Enrolments

Gender - Percentage Female

Year	Oct	Jan	Total
2004-2005	51%	42%	50%
2005-2006	44%	50%	55%
2006-2007	44%	46%	45%
2007-2008	49%	32%	47%

Foundation Studies Enrolments

Age – Percentage Over 21

Year	Oct	Jan	Total
2004-2005	59%	70%	61%
2005-2006	48%	75%	53%
2006-2007	45%	81%	51%
2007-2008	53%	77%	56%

Key Issues

- Retention!
- Retention!!
- Retention!!!

Retention Strategies

- Sensitive admission screening
- Hard (not soft) induction
- Attendance monitoring / reporting
- Additional support for students ...
- User friendly IT-based support

Other Issues

- Marketing ...
- Administration ...
- Examination Boards ...
- Progression ...

Student Feedback

- “Although I found the prospect daunting, my family encouraged me”
- “Returning to education after a long gap was intimidating”
- “I really enjoyed the induction as this is where I met new friends”
- <http://e-st.glam.ac.uk/simulationgames/GlamStartVideos/TestPlayer-LindaSimmons.html>

Student Feedback

- “During the Foundation Year, I improved my academic skills and received good support from tutors”
- “Being part of the University environment was very important to me”
- “Help with interviews would have been a good improvement”
- <http://e-st.glam.ac.uk/simulationgames/GlamStartVideos/TestPlayer-JeffLewis.html>

Student Feedback

- <http://e-st.glam.ac.uk/simulationgames/GlamStartVideos/TestPlayer-LindaSimmons.html>
- <http://e-st.glam.ac.uk/simulationgames/GlamStartVideos/TestPlayer-Howard.html>
- <http://e-st.glam.ac.uk/simulationgames/GlamStartVideos/TestPlayer-JacquilineRickets.html>
- <http://e-st.glam.ac.uk/simulationgames/GlamStartVideos/TestPlayer-JeffLewis.html>

Access Model ...?

- Running at FE campus
- Two programmes: Nursing/Health Care and Humanities (F/T and P/T)
- 50 to 100 annual enrolments
- Poor retention (worst case: 90% drop-out)
- 60-69 credits (45 or more at Level 3)
- Study skills / subject balance around 50%
- Cardiff University considering pulling Access

Access to HE Nursing / Health Care

Year	Total	Complete	Achvt.
2004-2005	43	8	40%
2005-2006	76	23	46%
2006-2007	58	18	31%

Access to HE Humanities

Year	Total	Complete	Achvt.
2004-2005	15	5	33%
2005-2006	17	4	N/A
2006-2007	24	12	57%

Issues

- Consistency of delivery
- Consistency of purpose ...
- Introduction of grading scheme ...

Rough Summary ...

(in my view)

Access

- Generic – i.e. not geared to our University
- Not FE's only (or even main) route
- Sporadic and inconsistent structure/credits
- It's not in HE

Foundation

- Designed by and for the University
- Integral or at least compatible with degrees
- Known, trusted and “safe” (hand-held)
- Learning how to learn “our way”

This session seeks to map out a challenge – to compare Foundation Year / Access routes to conventional (Level 4) HE courses – by defining and describing a research project to be conducted (hopefully) during 2008-2009.

Proposition ...

That integral Foundation Year courses are in general more effective and more successful than Access courses – in terms of student outcomes and in terms of student satisfaction – relating to the HEI

Challenge

- Seek evidence and confirmation that this holds true – and try to explain why(?)
- Consider whether it would be useful to investigate this further, and whether meaningful quantitative data could be identified

Challenge

- Investigate/research whether some categories of students (e.g. background, subject ...) meet the criteria of this pattern more so than others?
- See what else this investigation uncovers ...

Approach

Preliminary Work:

- Define/confirm what FY actually is
- Define/confirm what Access actually is
- Present a “model” – ask the sector to confirm or refine

Approach

Detailed research:

- Based on agreed “model”
- Map out the challenge in full ...
- Identify key questions to be examined
- Issue questionnaires
- Gather evidence – analyse – seek feedback
- Present findings – circulate information ...

Foundation Studies

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