

SETTING GROUND RULES



WHY SET GROUND RULES

- **Diverse student group**
 - Poor school experiences
 - Out of date school experiences
 - Culturally different school experiences
- **Managing expectations**
 - What students expect to gain
 - How much students engage
 - How students behave
 - How staff behave

HOME ADMISSIONS POLICY

- ◉ The majority of students recruited to the Foundation Programme are local, home, full-time students over the age of 21 who do not have the requirements for immediate entry to their chosen degree
- ◉ There are a small number of students studying the Foundation Programme on a part-time basis, either over two years, or in one year as a complement to some other qualification
- ◉ There are a small number of traditional students with good A level results in subjects which do not allow them to progress to their chosen degree, who may use the Foundation Programme to convert to a different route.

INTERNATIONAL STUDENTS

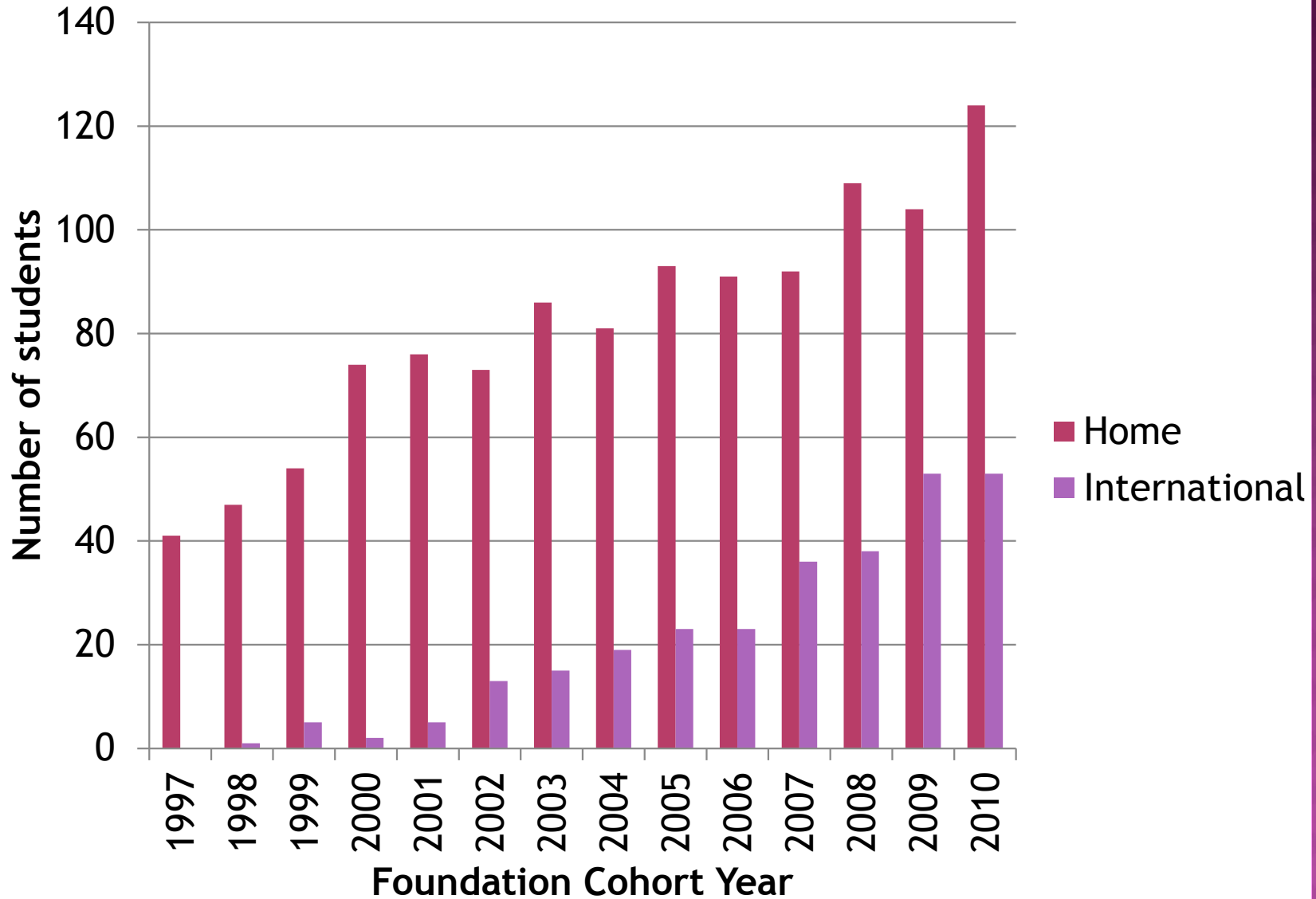
Direct Progression

- ◉ Four year programme (in most cases)
- ◉ For students with good English Language skills
- ◉ IELTS 6 (or equivalent)
- ◉ Know what progression route they want at Durham
- ◉ Progress directly to year 1 of the degree on successful completion of the Foundation programme at 50%

International Foundation Year

- ◉ One year programme
- ◉ For students who need more support with their English Language skills
- ◉ IELTS 5.5 (or equivalent)
- ◉ Not sure exactly what degree to take
- ◉ Apply through UCAS to several universities - with our support

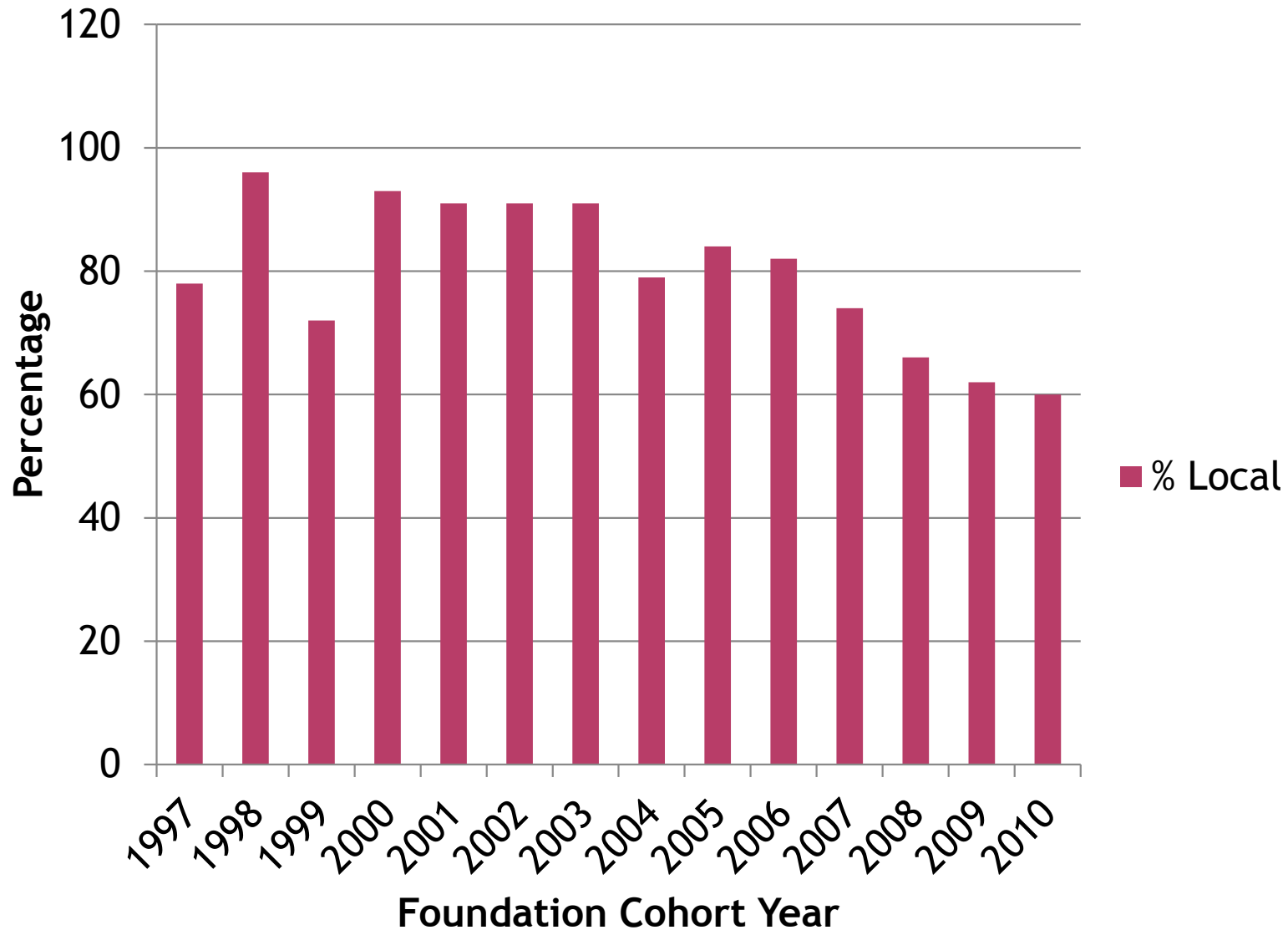
Numbers of Home and International Students



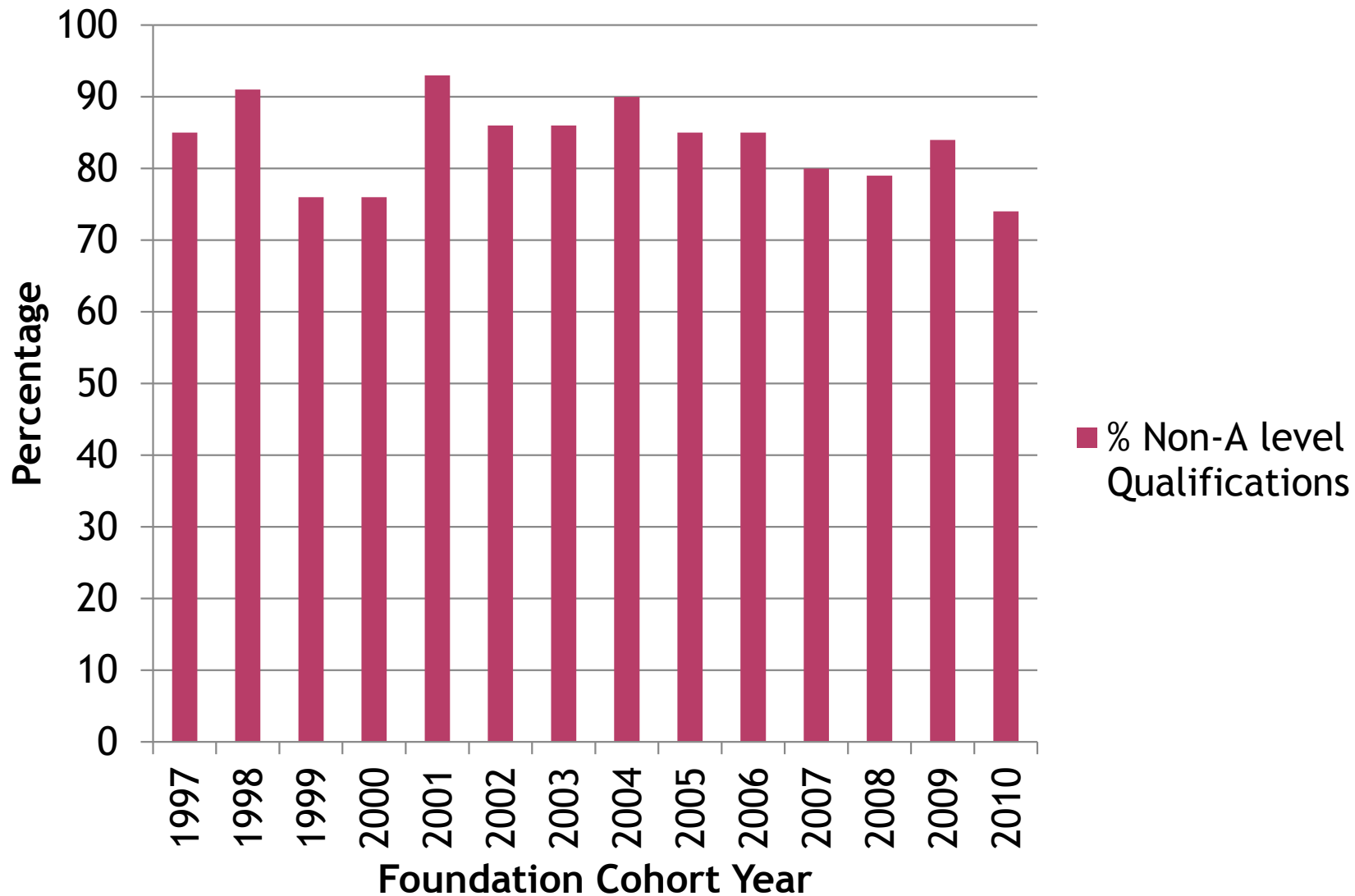
Percentage of Mature Students



Percentage of Students from Local Area



Percentage of students with Non-A level Qualifications



INTERNATIONAL STUDENTS 2010

- Azerbaijan
- Bahrain
- China
- Cyprus
- India
- Ireland
- Jordan
- Kazakhstan
- Korea, South
- Latvia
- Nigeria
- Panama
- Russia
- Saudi Arabia
- Singapore
- Spain
- Sri Lanka
- Sweden
- Taiwan
- Turkey
- UK
- United Arab Emirates
- United States of America
- Zambia

ROLE PLAY

- ◉ During induction we set up a supposed lecture on assessment that students are required to attend as part of their induction process
- ◉ We utilise admin staff and previous students to help with the role play
- ◉ Mary stands at the front giving a lecture on assessment in the Foundation Centre

INTERRUPTIONS

- ◉ Two people talking
- ◉ Taking a mobile phone call
- ◉ Reading the newspaper
- ◉ Eating
- ◉ Coming in late
- ◉ Apologising loudly for coming in late

FOLLOW UP

Divide students into group and ask them to discuss

- ⦿ What the disruptions were
- ⦿ Whose responsibility it was to deal with it
- ⦿ What the student should have done
- ⦿ What the staff member should have done
- ⦿ What the other students should have done

GROUND RULES

- ◉ The combination of the feedback is then gathered in to create basic ground rules
- ◉ They form the basis for staff to then agree individual ground rules within their classes