



Foundation Year Network Conference 2015

Friday 17th July 2015

“Supporting students into, through and beyond Foundation Years”

- **Professor Peter Haycock** - Professor of Environmental Engineering and Director of Foundation Year Programmes
- **Jeff Neat** – FY Teaching Fellow (Maths)

Areas of Consideration



- Having a diverse delivery team for Foundation Year Programmes (PH)
- Teaching, Learning Assessment (contrasting the 16-18 experience with that at University)
- Do Schools/Colleges understand Foundation Year Programmes?
- Measuring Value-Added – extending the national 16-18 approach.

FY Transitions



- Transition into HE at the beginning of the year
- Transition into degree level study at the end

Foundation Centre Team



The teaching staff have backgrounds in:

- University lecturing
- UK Secondary school teaching
- Secondary school teaching overseas
- Tertiary college teaching
- Adult education
- Tertiary college management



Jeff Neat (Background)

- Joined Keele University Foundation Year Team in January 2015 – Teaching Fellow (Maths)
 - Found real pleasure in being able to “just” teach again!
- Prior to this - 28 years in a Sixth Form College
 - Teacher (Maths, Computing, ICT)
 - Curriculum Leader (ICT)
 - Assistant Principal (Teaching and Learning)
 - Director (Operations and Planning) – including being the College Ofsted Nominee in 2012
- Early career - 5 Years worked for British Aerospace

Contrasting the “learning experience”



16 -18 Experience

Strong Initial skills diagnostics (numeracy and literacy)

“Lessons”

- Starters
- learning episodes
- strong questioning (e.g. - Pose, Pause, Pounce and Bounce) and Socratic approach - “Stretch and Challenge”
- formative assessment (Assessment for Learning)
- plenary – personal reflection and action planning

Formal lesson planning where “class profile” and “individual needs” are specifically planned for.

Formative Assessment

Summative Assessment

Minimum Performance Grades (Target Grades)

Individual “tutoring for success” (less emphasis on PSHE type tutorials)

Predominantly Exam (A Level) or portfolio (BTEC’s) terminal assessment

“University Experience”

Lectures

Seminars

Tutorials

Problems-classes

Labs

Significant individual study/research

“Wider range of formal assessment opportunities”

- Class Tests
- Exams
- On-line assessment
- Assignments
- Presentations/Video’s
- Group Projects
- Essays
- “Posters” !



16-18 Teaching/Learning/Assessment

“Good and Outstanding” else
you are “need to improve”



Handbook for the inspection of further education and skills

For use from September 2012

The *Handbook for the inspection of further education and skills* is in two parts.

Part one is *Conducting further education and skills inspections*. It is guidance for inspectors and providers on the preparation for, and the implementation and conduct of, inspections.

Part two is the *Evaluation schedule for the inspection of further education and skills*. It provides the main considerations for evaluation under each of the Common Inspection Framework's principal criteria, and the grade characteristics for each aspect and for overall effectiveness.



Good Learning (Oftsed) is seen as:-

- Staff listen perceptively to, carefully observe and skilfully question learners during learning sessions.
- Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills.
- Good use of resources, including ICT, and regular coursework contribute well to learners' progress.
- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.
- The teaching of English, mathematics and functional skills is generally good.
- Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.
- Equality and diversity are promoted and learners' behaviour is managed well.
- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.



Good Learning (Oftsed) is seen as:-

- All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.
- Staff have high expectations of all learners. Staff use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks.
- They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.
- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities.



TLA- Things to possibly reflect on?

- **Assessment for Learning** - Students are used to having strong and sophisticated assessment strategies using “laddered” formative and summative assessment before final (terminal!) assessment – hence:-
- **Making “Progress”** - Students are used to “Target Grades” or “Minimum Performance Grades” , being constantly measured against these and specific improvement points relevant to their personal “next steps” – “SWaNS”!
- **“Learners Individual Needs”** - Strong initial diagnostics of numeracy and literacy with a wide range of on-line (eg BKSB) and “learning centre” support.
- **“Effective Q and A”** - Many more opportunity in 5-hours a week “lessons” in groups of 15 for the effective use of Q&A?



I did not appreciate what a Foundation Year was about - and I was well “informed”!

- Confused it with a Foundation Degree!
- Was not aware of the FY to Degree “progression agreement” element of the FY year.
- Used it “in panic” in August for those students who had not met their Firm or Insurance Offer.
- Was not aware of the highly supportive nature of the year with subject specific studies supported by academic and personal development modules
- Students really do “learn to learn”!

Working with Schools and Colleges



- **Help them understand what a FY is!**
- **Work with them in their UCAS cycle (June – December) – October is key**
 - They will have identified students that are “weak but willing” and would highly recommend them to you – **TRUST** their recommendation and be flexible in your offer to them!
 - They will have identified WP students who are more likely to want to (need to) stay local.
 - Much more effective (and realistic) “choice” as one of the students university choices.
 - Emphasis on being a good/realistic (local) insurance offer to hold
 - Much better than staying for a “3rd year” at school/college – even if the school/college is prepared to do so – no funding for “grade improvement”
- **Have a progression agreement (guaranteed offer) with the school/college**
- **Get the students to your university (at your cost)**
 - If local get them to use public transport to do so.



Value-Added – 16-18

- **A Key Performance Indicator** (along with achievement and retention)
- **“College/School” level** reported in league tables – as both a “typical” grade achieved and + or – what is “expected”
- **Subject Level** - used to assess performance – an aggregate of all students predicted and actual achievement
- **Student level** – used to set “target grades” or “minimum performance grades”
- **Based on ALL 16-18 providers** – national data

School and college performance tables

Share Print



Find schools and colleges in England and view school performance, characteristics, workforce, finance and Ofsted inspection outcomes. You can find and compare schools and colleges using a map, the search box or by following the quick links. Click here for an [easy guide to the performance tables](#).

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 All Primary Secondary 16-18 Special Academies

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Enter a school name or location

By region
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Region
Local authority



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Academic Progress

Value Added score ?	-0.17
Lower confidence limit ?	-0.22
Upper confidence limit ?	-0.11
Number of academic entries ?	1029

Lower confidence limit ?	-0.24
Upper confidence limit ?	-0.12

Shows how much progress students make between the end of KS4 and the end of KS5. The score is shown as a number of A level grade(s) above or below the national average level of progress for students of similar prior ability.

Lower confidence limit ?	-0.22
Upper confidence limit ?	-0.11
Number of academic entries ?	1029

Keele Foundation Year Value-Added (Research Project)



- **Consider Performance on Entry** (Average UCAS Score of best 3 A levels or equivalent).
- Set 1 A level grade equivalent overall “improvement” on this entry point “average achievement” at the end of the FY Year as being **“expected progress” – ie zero value-added**.
- Calculate **FY student/programme value-added** over and above (or below) this level using an extrapolation of the L3VA methodology.
- Calculate **“LATENT” value added** into the first year of their degree programme (contrasting FY student v’s direct entrant to the degree who, on average, achieve equally as well in Year 1 of their degree).



Initial Indicative Findings

- **FY programmes at Keele “add value”** – equivalent to the levels Ofsted rate as “Good” or “Outstanding” in FE colleges.
- **Students from FY programmes perform equally as well in Year 1 of their degree compared to direct entrants**, but with the equivalent of lower UCAS scores (despite the FY value-added)
- **To achieve the above there is clearly “latent” value-added over and above that in subject specific areas that the “wider skills-development” of the “FY experience” provides.** This enables students to overcome having a lower equivalent UCAS score at the start of their first year of the degree.