



The
University
Of
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Supporting and Preparing 'Non-Traditional' students for University Study

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The Context

- 17 New degree routes with integrated foundation year
- 9 new staff
- 10 new partner academic departments
- 48 new students
- Full time teaching

Structure of DLL foundation programme

Core modules:

- Academic Literacy and Communication Skills (20 credits)
- Maths and Statistics (20 credits)
- Introduction to Humanities or Social Sciences or Natural Sciences (20 credits)
- Extended project in relevant subject area (20 credits)

Core/Optional modules:

- Biology (20 credits)
- Chemistry (20 credits)
- English (20 credits)
- Geography (20 credits)
- History (20 credits)
- Psychology (20 credits)
- Sociology (20 credits)



Challenge #1 - Admissions

- *We are committed to supporting learners from non-traditional backgrounds to succeed at University and consider a range of factors including previous work, life and educational experience*



Challenge #2 - Interdisciplinarity

- Introduction to... Modules
- Working with partner departments
- Striking the balance between spoon-feeding students, and engaging them with the wider discipline.



Challenge # 3 – Support and Retention

- c. 40% of students have a disability. Majority of these are mental health related.
- Confidence can be an issue
 - ‘there’s always the right amount of confidence in a room full of adult learners, but it is never correctly distributed’*
- Finding the right level of support.
- Integrating Full and Part-time students



Challenge # 3 – Support and Retention

- Work of Student Support and Welfare team, from admissions onwards
- Regular personal tutorials offered
- Attendance monitoring
- Key Indicators monitoring
- Study skills support ‘interventions’
- Detailed feedback.



Evaluation

- Moving beyond 'end of module' questionnaires
- Use of SPSS for a tracking database
- End of level questionnaires, mirroring NSS
- More qualitative longitudinal tracking



How have we got on?

Considering this is the first yearstaff should be extremely proud of what they achieved as the students have done well. This indicates not only excellent support of the programme but a successful recruitment regime (External Examiner)



How have we got on?

- *I would suggest this course to anyone who wished to go on and further their study at University.*
- *X and the reflective learning journal have been pointless*
- *Y was an odd module to do as I found it to have little to do with what I intend to do next year.*
- *Outstanding student welfare and support system made me feel like a valued student*



A few metrics

- Completing grades ranged from 48% - 78% (approximately 65 % predicted to meet progression threshold)
- Retention – FT– 84%, PT c.80% after 1 year
- ‘Overall I’m satisfied with the quality of my course’ – 100% Agree or Strongly Agree



What's next

- Ensuring a smooth transition to cognate departments
- Scaling the model....

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