RETENTION OF FOUNDATION YEAR STUDENTS

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Science Foundation Years

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University of Leeds Foundation Years (FT)

Lifelong Learning Centre

- Arts & Humanities
- Business Studies
- Science

Sociology and Social Policy

- **Social Sciences**

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SFY Programmes

- Widening Participation remit
- Manage admissions internally
- Change of Programme (internal transfer)
- NUMBER of progression pathways

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Progressions

- Maths And Physical Sciences
- Faculty of Environment
- Engineering (Computing)
- Chemistry (Food Science)
- Biological Sciences
- Medicine, Dentistry & Health Care

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Value of large number of progression pathways

- Interdisciplinary approach to teaching
- Team supports/reinforces concepts across modules
- Allows students flexibility in progression choice

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Cons of large number of progression pathways

- More difficult to provide a subject specific experience
- Number of relationships with schools/departments build slowly
- Students across 100 different programmes

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What we know?

- 70% students progress onto UG degrees
- Prepared well for UG study (academic study & writing skills/laboratory skills/work ethic/project planning/confident)
- More help (critical review/specific content)
- Differences on Y1, Y2, Y3/Y4
- Transitions from Y1 to Y2 and Y2 to Y3

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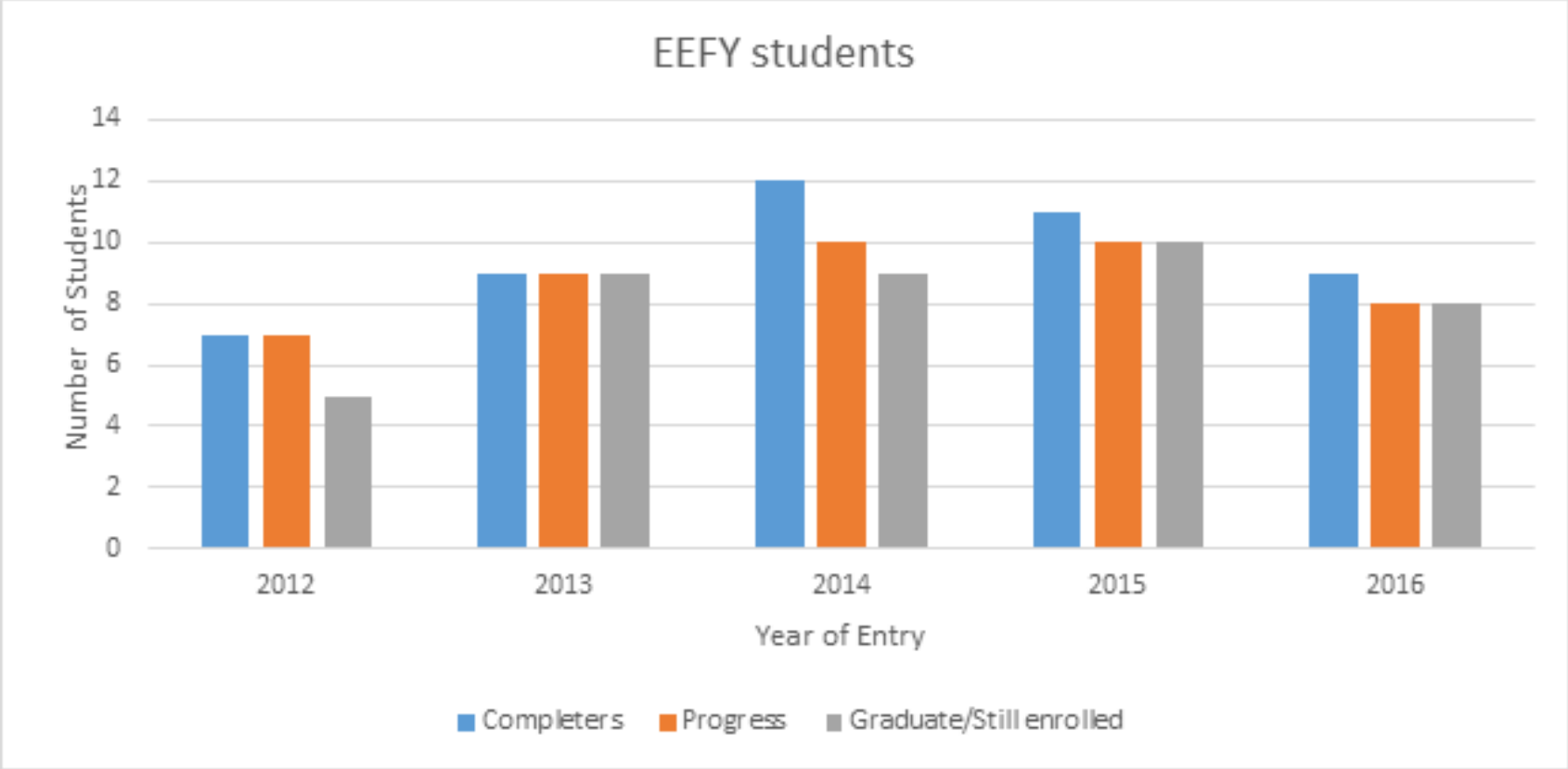
As an example



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How to identify issues

- Data collection
- Anecdotal accounts
- FY handovers & responsibilities to UG

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Questions

- What struggles do your students face on when they continue on?
- How do you know?

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Consideration of similarities

- across providers?
- aligned to progression pathways, student type (mature/school leaver, WP)?

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Into the future

- Compare FY students
  - *other non-FY students*
  - *Final year projects (science)*
- Review of content (specialized vs value added)
- TEF contributions

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