Breaking Bad Habits;The Foundation Story

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Outline

- Loughborough Foundation Programmes
- Different Types of Student
- Some Example Support Mechanisms
- Acknowledgement

Overarching objective

- To enable students from different backgrounds and cultures to thrive (rather than just survive) at University.

Loughborough Foundation

- Foundation Programme
  - 100-130 students
- International Foundation Programme
  - 50 students

- Progress to various programmes across Loughborough University and other HE.

Foundation Student Mix

- CAN'T
  - Wrong A levels
  - Mature Students
  - Alternative qualifications
  - International students (year 12)
  - Additional Needs
  - Personal Issues
- WON'T
  - Weak Level 3 Qualifications

Mature student buddies

- One to one support for mature students
- Mature student advisor (pairs students up before beginning of semester)
  - Match like with like backgrounds
  - Match subject backgrounds

‘Having a buddy who had the same worries as me has been an inspiration to keep going even in difficult times…’ SS

Student Mentors

- Foundations Students who have progressed to their undergrad programme
  - Provide a point of contact for advice
  - Key points during the year provide support e.g. choosing options,

Postgrad Mentoring – Case Study

- One to one mentoring for students by a postgrad from degree path

- ‘Confidence building in the form of academic achievement was clearly the best strategy for his wellbeing in general. Oliver became both mentor and friend to Alessio’ ‘It was an enormous step for Alessio to go and study in England. His success over the past year would not have been possible without the support in the form of a mentor.’ Luigi Troiano

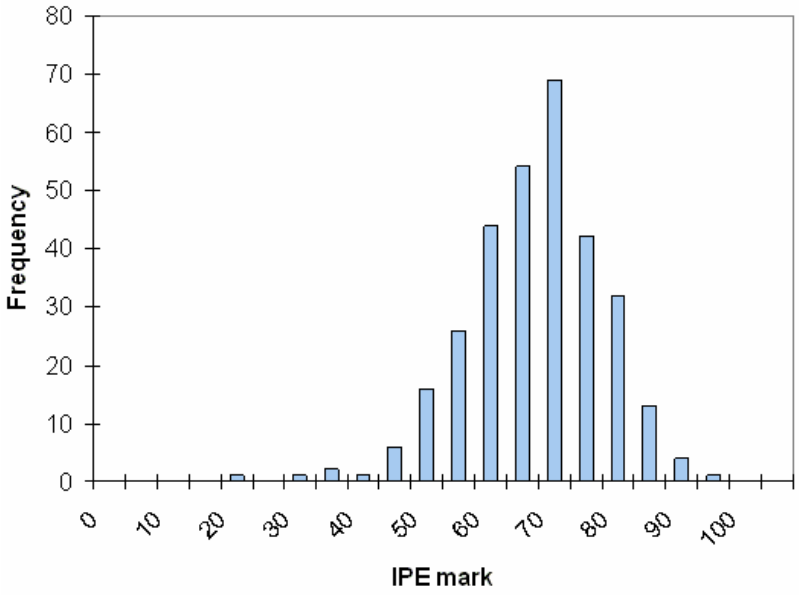
Peer Assisted Learning (PALs)

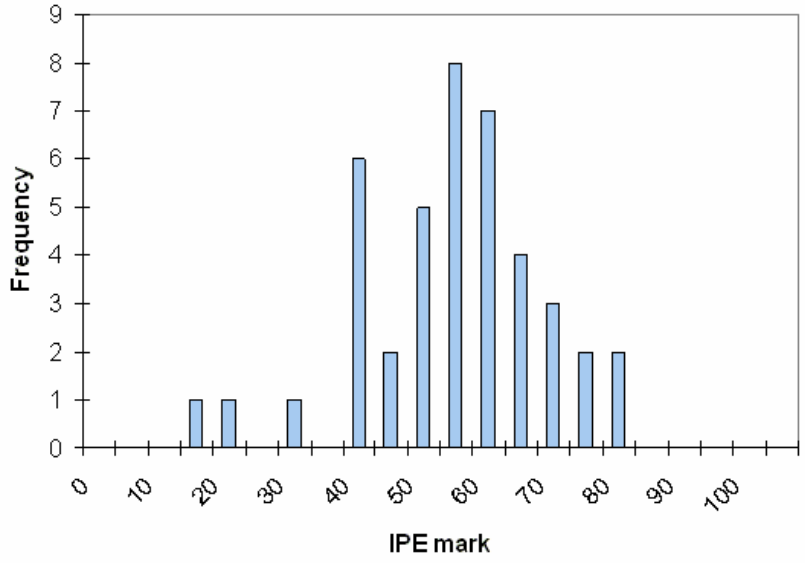
- Learning support from 3rd and 4th year undergraduates in workshops and tutorials

‘I felt I could ask the students silly questions because they said they found it hard too’ LW

- PALs
  - Contributes hours to a Loughborough Employability Award

Stappenbelt et al (2005)
Home 65.2%, International 52.2%





Recall versus critical evaluation

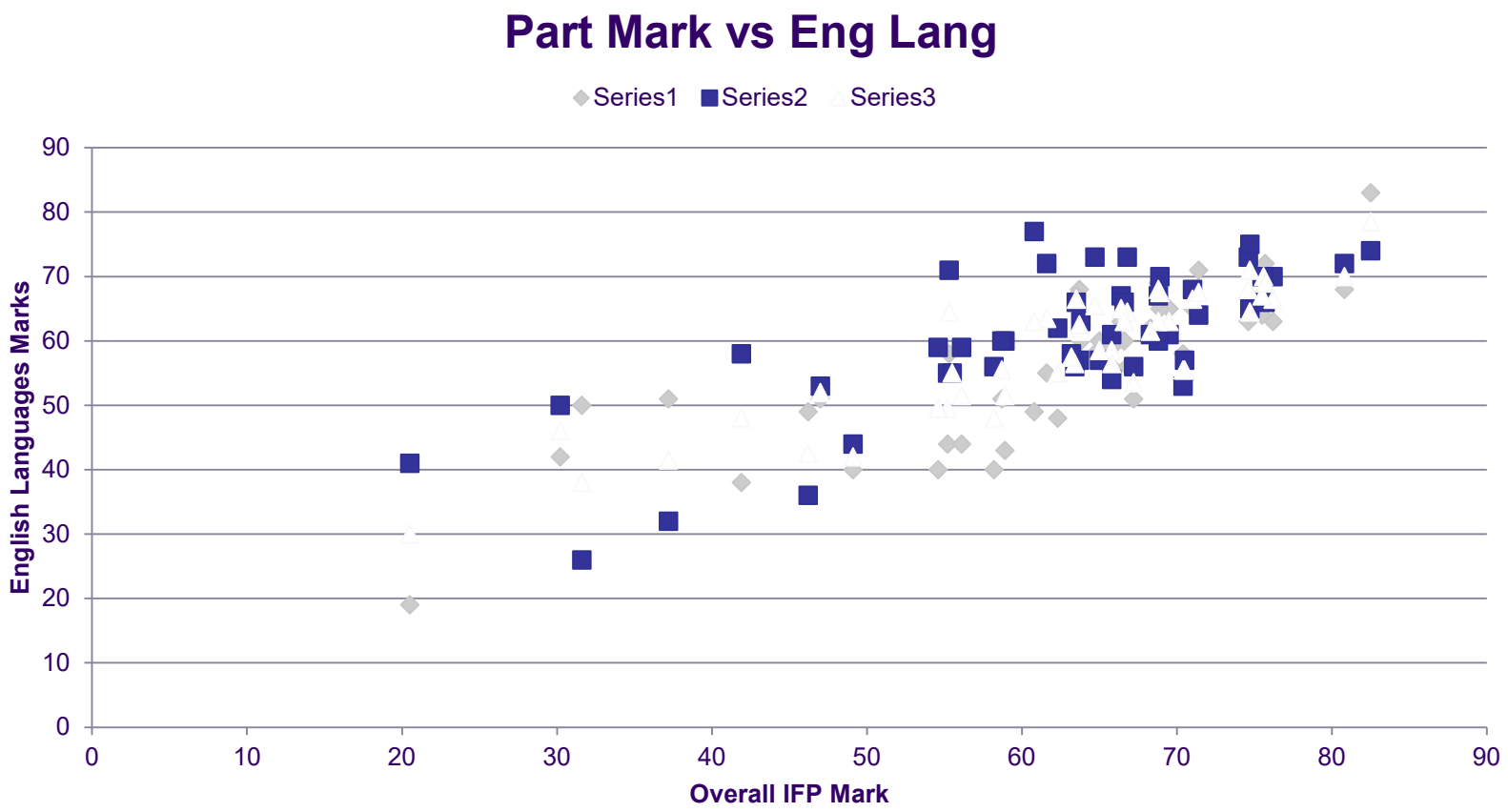
- **50% to 59%, C Work which demonstrates, at least to a minimum level, all the major aims and objectives required by that particular task.**

This is the standard of work is that normally expected of most students on that programme. Students would show the ability to recall taught material in terms of giving definitions or describing details but may be more limited in problem solving or critical analysis

IELTS Score

- 7 Good User Has operational command of the language, though with occasional inaccuracies, inappropriateness and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
- 6 Competent User Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations

Performance versus English Language



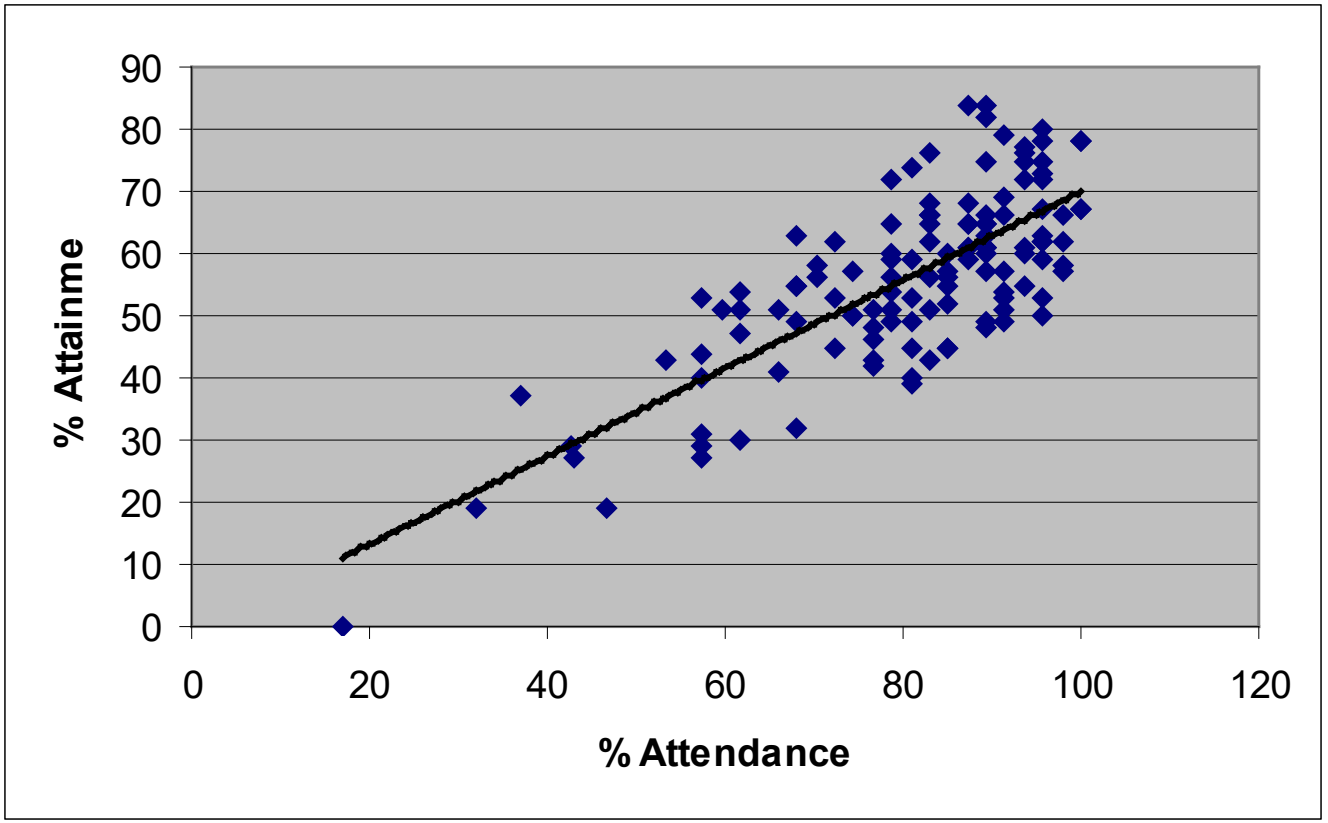
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Mark Scheme Generation

- Task (25 marks)
- Ask students to generate a mark scheme in groups
- Compare mark scheme with real mark scheme
- Discuss differences

(NB Include referencing task for appropriate references)

Attendance Monitoring



Good Cop, Bad Cop

- Week 6 – traffic light letters (both to Uni + Home)
  - Below 50% - RED
  - Below 70% - AMBER
  - Above 95% - GREEN
- AMBER letter – personal tutor
- RED letter – deputy director and personal tutor
  - 2 weeks to respond - director
- Terminate studies for failure to engage (week 10)

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- International Buddies – Gaukhar Massabayeva, Luna Liu, Yujin Kitagawa,
- Student Mentors – Alex Charlesworth, Anita Cooper, Lydia Wallsworth, Jamie Paton, Jeremy Spencer and many more