

Supporting Student Transitions

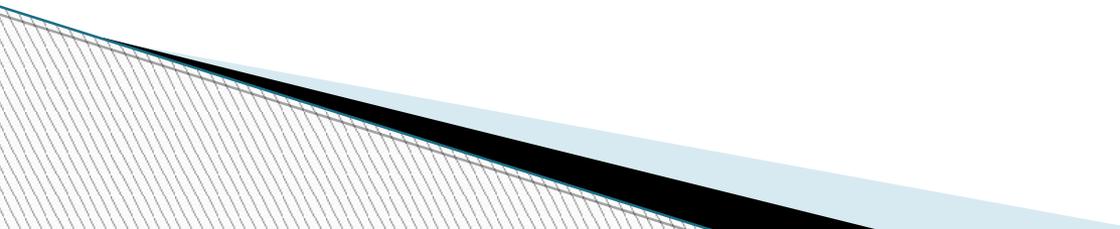
The Practitioner Model-improving and enhancing the first year student experience

Michelle Morgan

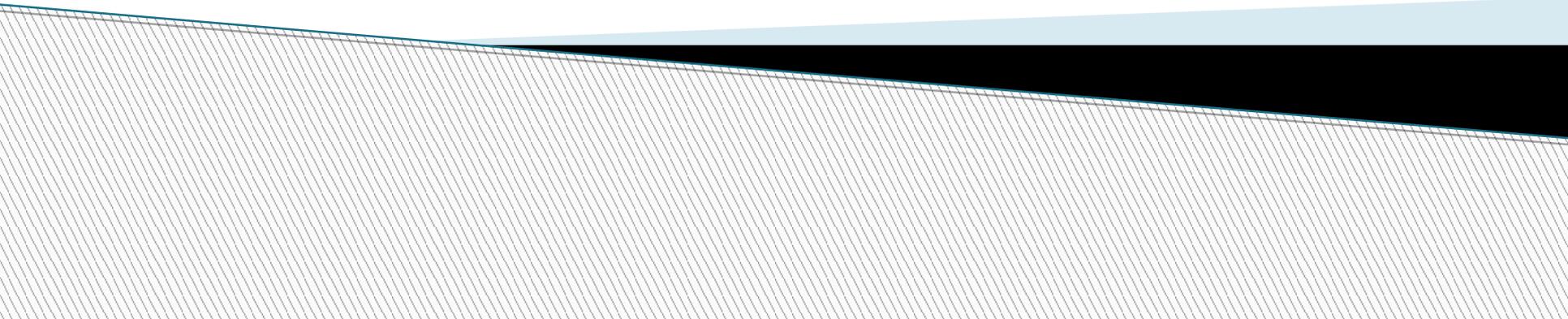
24th International Conference on the First Year Experience
21-24 June 2011
University of Manchester

Aims and objectives

Look at:

- ▶ the importance of the First Year Student Experience
 - ▶ the different transitions in the student lifecycle
 - ▶ how the support offered during these transitions can impact on retention rates and student progression
 - ▶ the need to plan and develop activities around a diverse student population
- 

Setting the Scene



Changes for the student

Social

- Introduction of fees
- Introduction of loans
- Removal of grants
- Removal of housing benefits
- Removal of benefit during vacations
- Changes in the job market
- Pressure to attend university to improve job prospects
- Requirement to work to supplement income whilst at Uni
- Post degree debt and associated problems
- Play hard

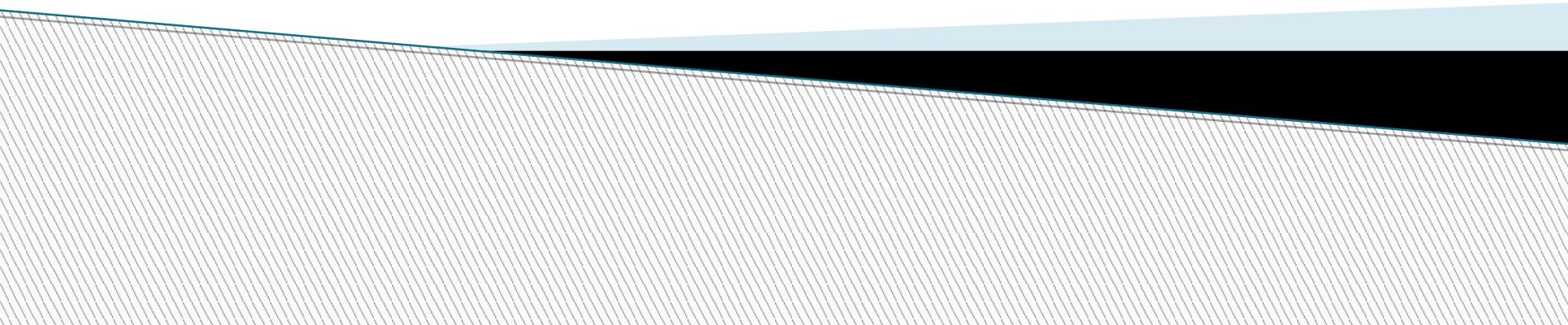
Academic

- A levels are taught differently

- A student's reason for going to university is likely to have a big impact on their expectation and experience
- Reasons for going to university are changing
 - Not sure what I want to do
 - Parental expectations
 - A degree will get me a better job. I am not interested in the journey
 - I need a degree as a bare minimum

Changes in the student body

The impact on Universities and Colleges



Changes in the student body

- Massification

- ▢ Increase in student numbers especially in the past 10 years

- ▢ Globally increase translates into 4.6% increase in participation in HE annually

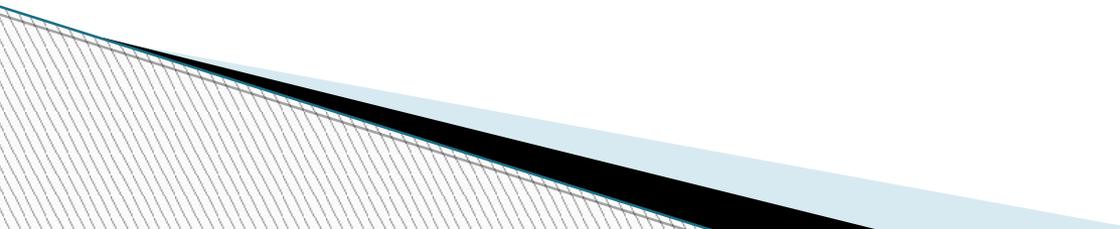
- ▢ Increase in overseas competition

- ▢ 1970 1 in 2 studied in North America and Western Europe

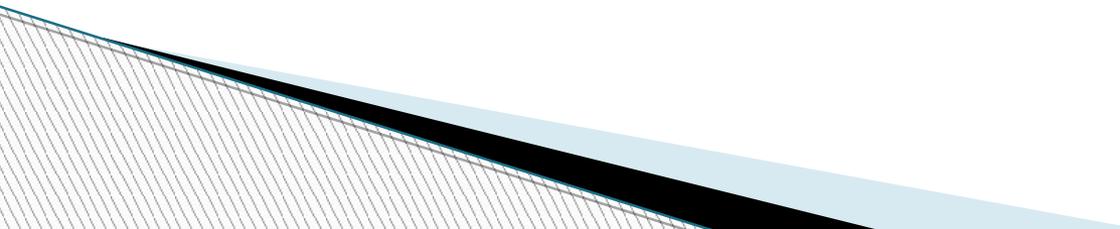
- ▢ Today it is 1 in 4

Changes in the student body

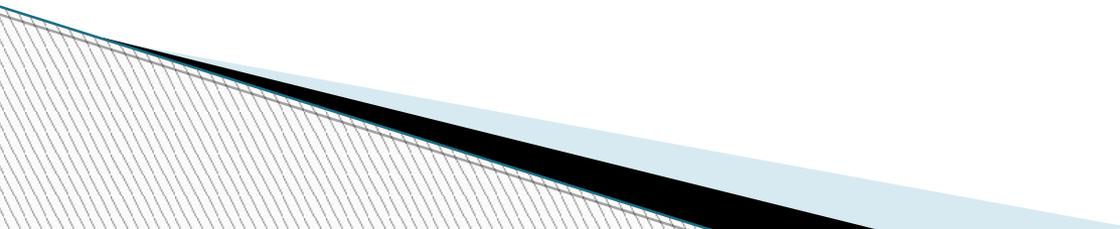
Diverse

- ▮ Academic qualifications
 - ▮ Domiciled status
 - ▮ Social class
- 

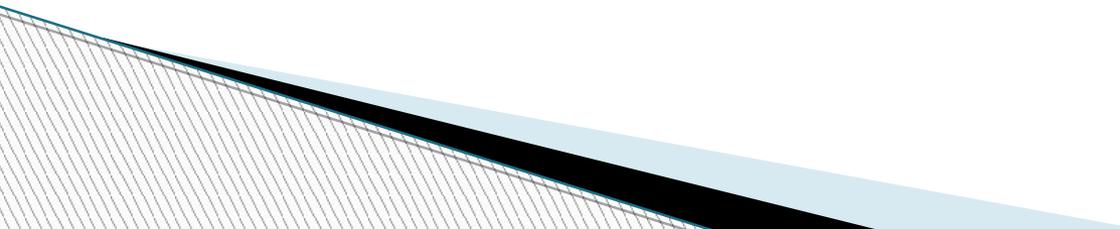
Changes in the student body

- ▮ Students with disabilities
 - ▮ Mature students
 - ▮ Mode of study
- 

**What is the first year
student experience?**

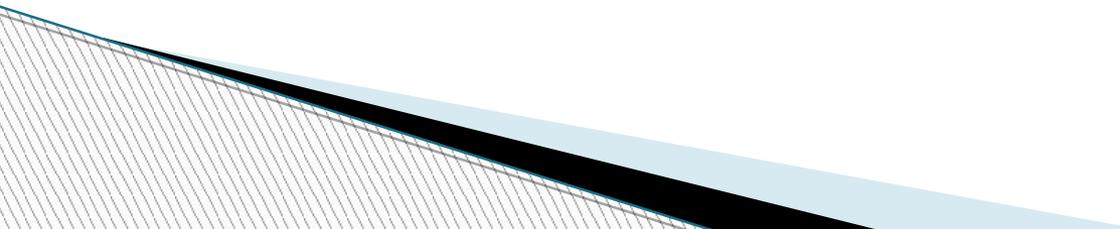


How the student has changed

- ▮ Students with disabilities
 - ▮ Mature students
 - ▮ Mode of study
 - ▮ Entry level
- 

' we have students from different ethnic groups and non-English speaking backgrounds, international, lower socio-economic backgrounds, mature aged students, students with disabilities, as well those for whom higher education is the first family experience '

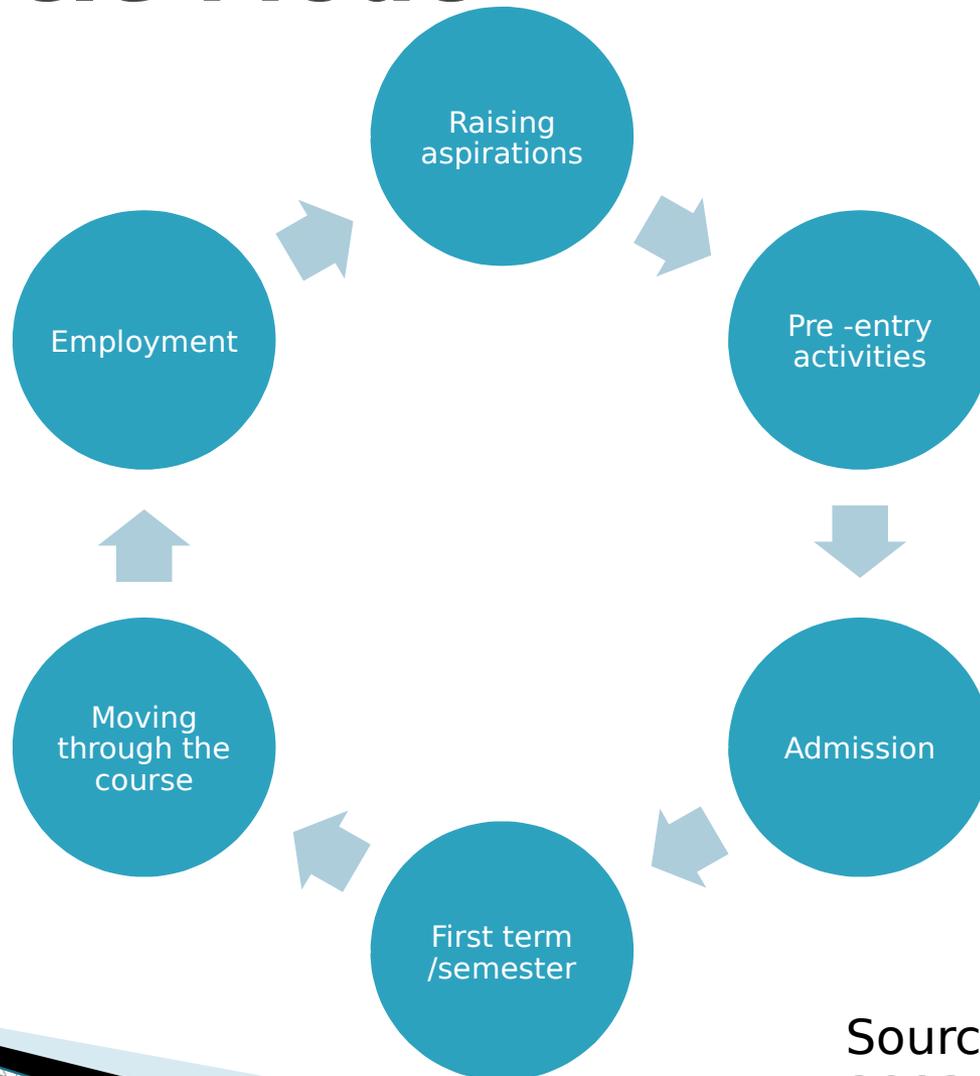
(Crosling et al, 2009)



The world as the school leaver knows it, is (and always has been) comprised of colour and cable television, remote control operation for electrical appliances, compact discs, answering machines and microwaves. Accessibility and communication is far ranging and immediate, through telephones (landlines and mobiles) and the internet. Long distance travel is commonplace, air travel is routine and space travel considered passé. Personal mobility abounds with all family members old enough to have a driving licence each having access to a car. It is a world in which plastic proliferates, and Michael Jackson has always been white with straight hair”.

Tanya Kantanis 2002

The Traditional Student Lifecycle Model

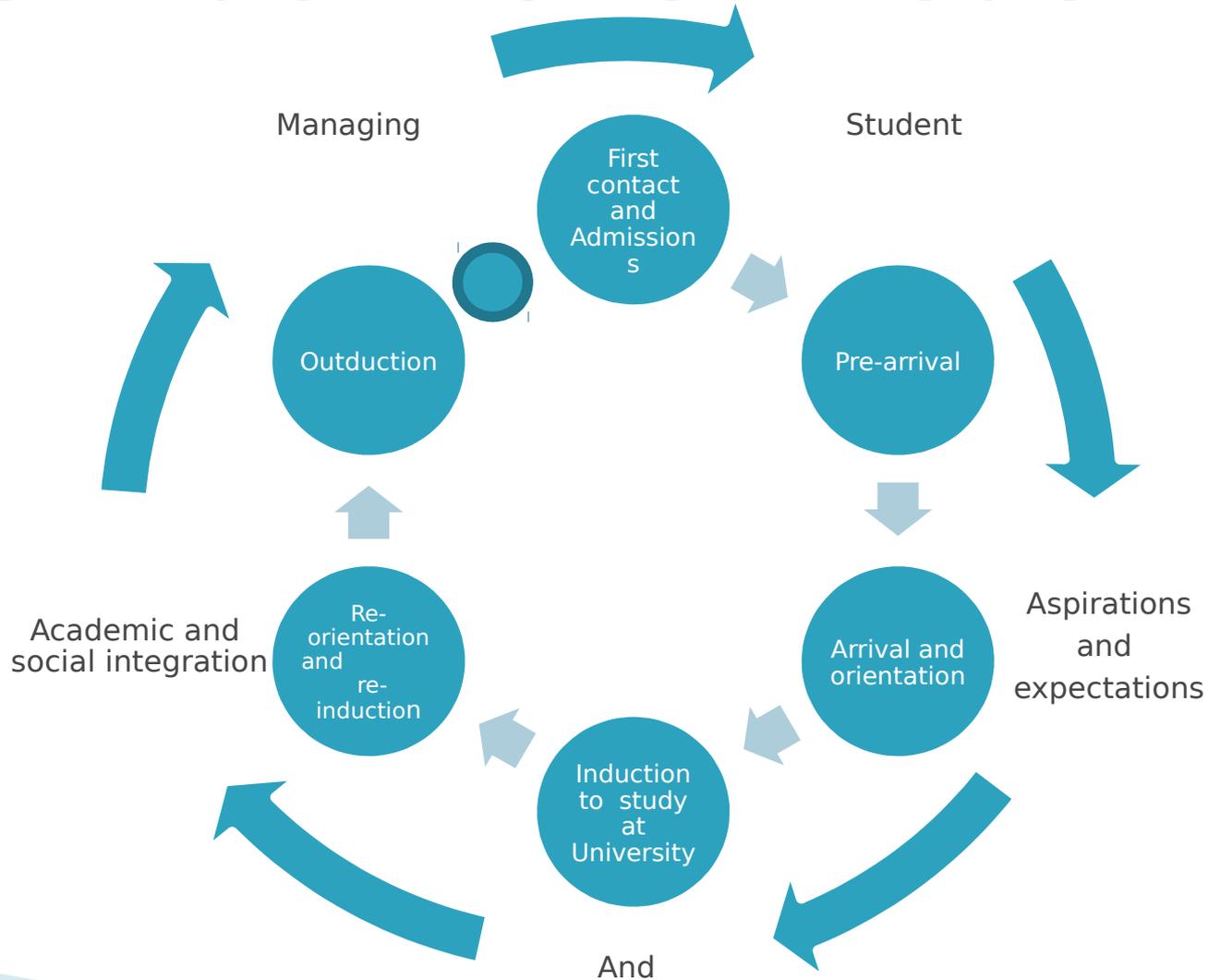


Source: HECFE
2002

The Practitioner Model's Student Lifecycle

- ▶ First contact and Admissions
- ▶ Pre-arrival
- ▶ Arrival and orientation
- ▶ Induction
- ▶ Reinduction
- ▶ Outduction

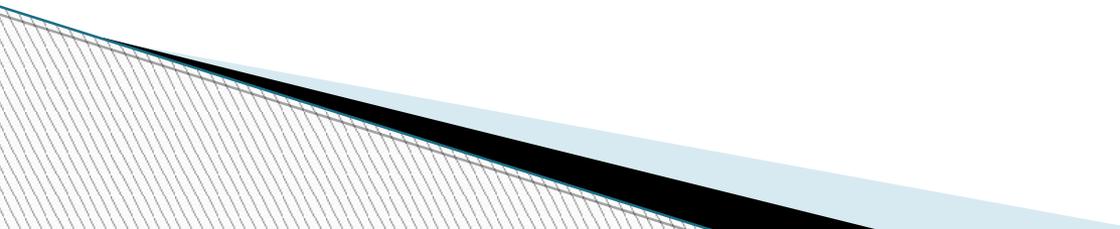
The Practitioner Model



Source: The Practitioner Model
by M Morgan, 2009

Mapping the Practitioner Model to Study

All students will undertake the first contact and admissions, pre-arrival and arrival and orientation stages



Example one

A student on a one year course

- ▶ induction to study by the end of semester 1 or term 1
 - ▶ reorientation and reinduction at the start of semester 2 or term 2
 - ▶ outduction just after the start of semester 2 or the beginning of term 3.
- 

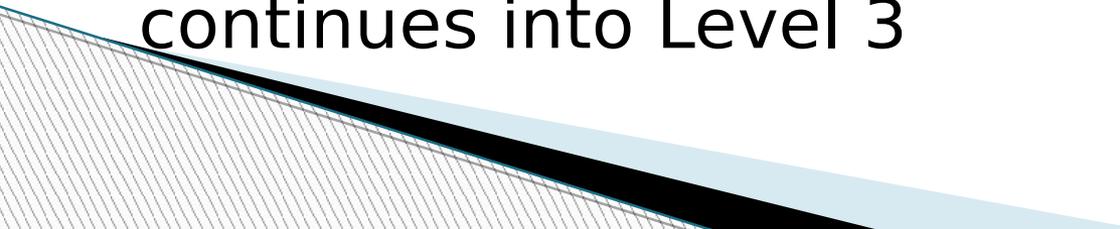
Example two

A student on a three year Full-time degree

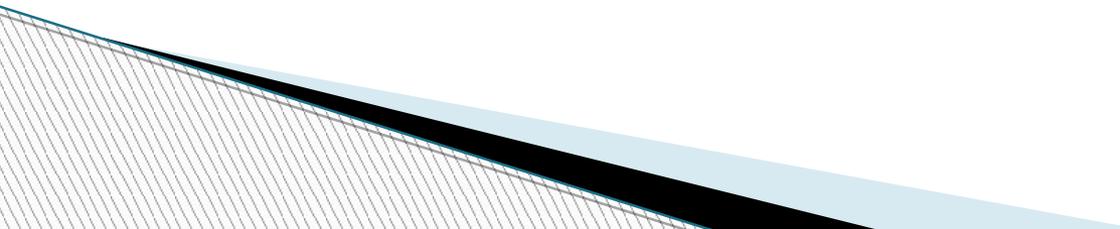
- ▶ induction to university study during level 1
- ▶ reorientation and reinduction in level 2
- ▶ Outduction starts semester 2 of Level 2 and continues into Level 3

Example three

A student entering as a direct entry student into level 2

- ▶ Orientation and Induction to study in semester 1 level 2
 - ▶ Reinduction to Level 2 will have to run alongside or be incorporated into their programme
 - ▶ Outduction starts semester 2 of Level 2 and continues into Level 3
- 

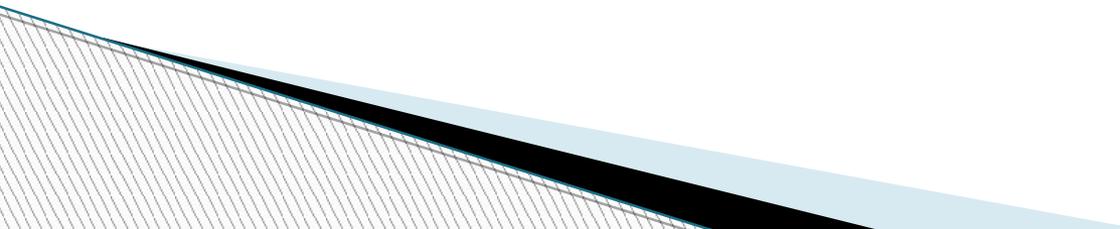
The key to a quality student experience

- Supporting students in, through and out of each stage starting with first contact
 - Key service providers need to talk to one another and coordinate and join up their activities
 - Effectively combining aspects one and two
- 

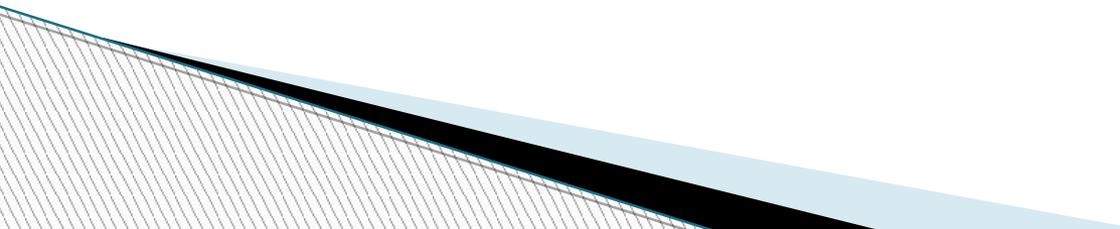
Who is involved in the Practitioner Model?

- Must be managed by the Student's home unit (faculty, school, department)
- All key players from across the university need to coordinate activities and collaborate with home unit

First contact and Admissions

- ▶ Setting expectations
 - ▶ Managing expectations and aspirations
 - ▶ Academic integration
 - ▶ social integration
- 

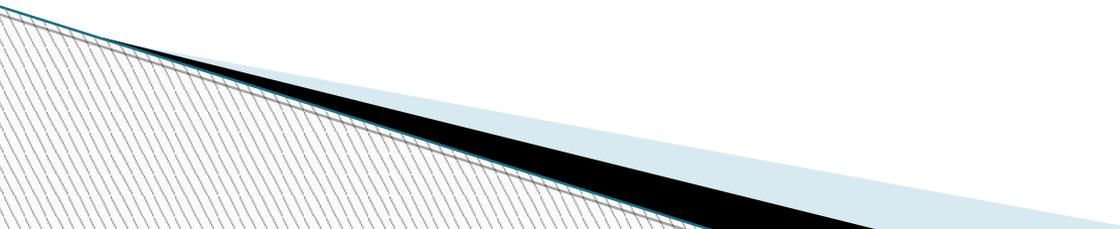
Pre-arrival

- ▶ Reinforcement of first contact and admissions information
 - ▶ academic and personal advice
 - ▶ guidance and support
 - ▶ Identifying and providing support to students with specific needs
- 

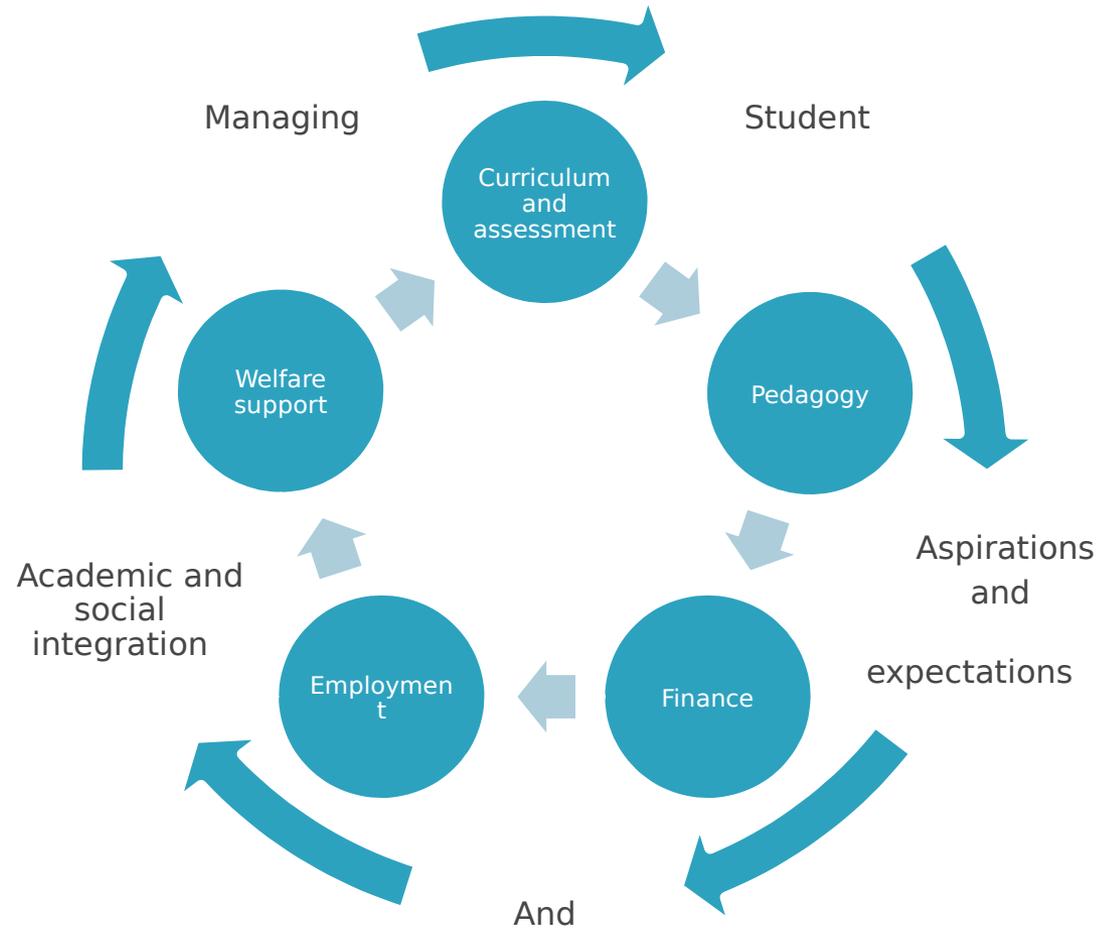
Arrival and orientation

- ▶ Expectations set during the first contact, admissions and pre-arrival stages need to be delivered
 - ▶ Academic imperative at heart
 - ▶ Focus on academic and not administrative activities
 - ▶ Opportunity to make friends
 - ▶ Settle into their university life and studies as soon as possible
 - ▶ Appropriate information and support
- 

Induction to study

- ▶ Settling into studies
 - ▶ Coping with the demands of academia
 - ▶ Managing pressures of life
 - ▶ Induction period
 - ▢ Minimum of 1 semester
 - ▢ Maximum of 1 academic year
- 

Themes in each stage



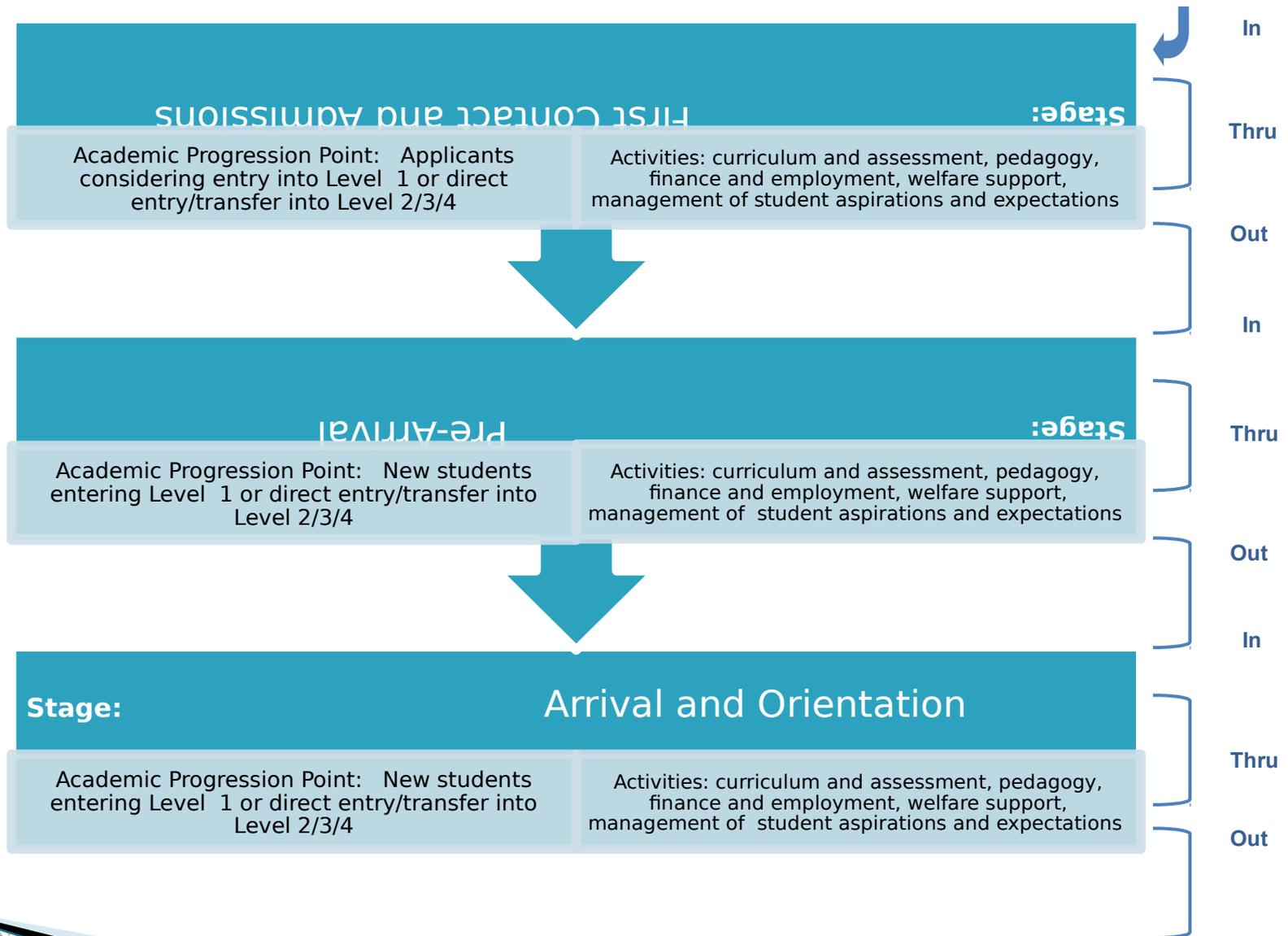
Source: The Practitioner Model by M Morgan, 2009

5 minute activity

In groups of 6

- Identify an example of good practice in your institution
 - Who is involved in this initiative?
- 

Stages and themes in the Practitioner Model



Source: The Practitioner Model by M Morgan, 2009



Stage:

Induction to study at university

Academic Progression Point: New students entering Level 1 or direct entry/transfer into Level 2/3/4

Activities: curriculum and assessment, pedagogy, finance and employment, welfare support, management of student expectations and aspirations

In

Thru

Out

In

Source: The Practitioner Model by M Morgan, 2009

Theme: Curriculum and Assessment

Activity	
First contact and admissions	What subjects makes up a degree; what a student will study in each level of their degree; what type of assessments students will undertake; what they can do with their degree;
Pre-arrival	What students will study in their first year of academic study; Pre-arrival preparation tests/reading/coursework
Arrival and orientation	What subjects makes up their degree; what a student will study in each level of their degree; what type of assessment will they will undertake; what they can do with their degree; What they will study in their first year of academic study;
Induction to study at university	Learning how to undertake different assessments in their first year of study;

Theme: Finance

Stage	Activity
First contact and admissions	Information on loans/ fees/ bursaries; money management advice; accommodation costs;
Pre-arrival	Applications for loans/bursaries; payment of fees/accommodation costs; money management advice;
Arrival and orientation	Payment of fees/accommodation costs; money management advice; part-time work advice and help; accessing hardship funds;
Induction to study at university	Money management advice; part-time work advice and help; accessing hardship funds; outstanding debt control;

Who is the target group?

What do they need to know?

What information is going to be delivered?

Who will deliver it?

When is it going to be delivered?

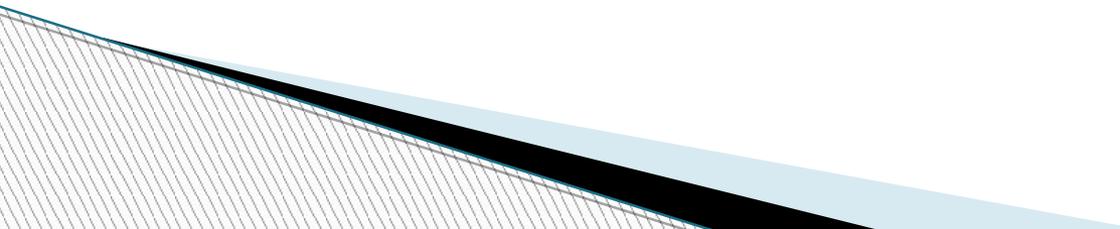
How will it be delivered?

Cost/timeline

Can the initiative/info be adapted for another group?

Stage	Activity
First contact and admissions	Information on loans/ fees/ bursaries; money management advice ; accommodation costs;
Pre-arrival	Applications for loans/bursaries; payment of fees/accommodation costs; money management advice ;
Arrival and orientation	Payment of fees/accommodation costs; money management advice ; part-time work advice and help; accessing hardship funds;
Induction to study at university	Money management advice ; part-time work advice and help; accessing hardship funds; outstanding debt control;

Conclusion

- ▶ Support in terms of stages and themes not specific years
 - ▶ Home unit manages the Practitioner Model Lifecycle
 - ▶ Key players to coordinate and collaborate
- 

**Thank you
for
listening**

michelle.morgan@kingston.ac.uk