Partnership and Preparation: A new model of transition from college to university

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Outline of session

• Glimpse the policy context and introduction to the Additional Funded Places scheme

• Describe theoretical conceptions that have informed our research and our thinking about transitions

• Describe our model of collaborative working and partnership

• Outline the initiatives and plans for the future
‘2 + 2’

College → University

1st and 2nd year → 3rd and 4th year
‘The unique challenges face by students making the transition from college to university can be understood by exploring theoretical concepts inherent in establishing identity and developing competence in a new context’.
Brokering – building trust

Debbie Meharg
College Liaison – School of Computing

Academic boundary worker with legitimacy to influence practice

Regular discussion with staff in both academic systems

As an academic in the discipline, she enables discussion regarding curriculum development, course alignment and academic literacy

Research access to students in college and university.

Negotiating meaning and building understanding
Methodology

Qualitative approaches to data collection

Focus groups: individual interviews with Associate students and 3\textsuperscript{rd} and 4\textsuperscript{th} year University students

Notes from formal monthly partnership meetings

Informal conversations with staff

Practitioner observation
Typical partnership and articulation agreements

- Formalised in documents
- Decided by senior management
- Implemented by practitioners
- students
Practice-based, dynamic, responsive & emergent partnership

Formal and informal Documentation

Management

Practitioners and brokers

Students

Enhancing communication

Promoting longstanding collaboration
Preparation - Developing skills, confidence and myth-busting

- Team teaching, embedding skills in the discipline
- Drop-in lectures in university
- Guest lectures in college
- Subject librarian visits
- Open days by separate Schools

“I didn’t do that great at school in 6th year so I thought I’d have a go at college and get the requirements to get into University. And at College, I can take time to develop my skills.”
Preparation – Social engagement and integration

‘Central to our model of articulation, therefore, is the notion that social engagement and academic performance are not independent issues’

“I want to take part in something with the first years, rather than just be visitors”

Access to library, gym, student portal,
Preparation – Social media and Moodle

Jenkins, G. Lyons, K, Bridgstock, R and Carr, L (2012)
Future and ongoing research

Quantitative study exploring aggregated quantitative data, tracking the progress of direct entrants in comparison to their 1st year counterparts is already underway.

Formal study – PhD

Focus groups and action research to continue
Thank you

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