

Dissemination Partner Case Study (4)

School of Sport and Leisure, University of Gloucester

Tracy Jones – Senior Lecturer

Background

The School of Sport and Leisure have accepted students onto levels two and three of honours degree programmes for at least the last ten years. They refer to these students as credit transfers, although this year they have moved towards using the term direct entry students. They have a number of in house HND transfers and HND students from a number of local colleges (at the moment they don't have any official partnership arrangements). The students enter a number of different courses across the school but the tourism and hospitality courses usually have the largest numbers. Each direct entry student is given an interview with a member of staff and their qualifications and grades from the HND are mapped against appropriate modules on the degree courses.

Good Practice

Tracy Jones has been responsible for dealing with direct entry students for the last nine years and has a wealth of experience in this area. Tracy was keen to work with us as a dissemination partner because she could see the direct relevance of the SPAT materials in relation to her work with direct entry students. Tracy was also aware that it was not only students that needed help and guidance but also staff involved with teaching direct entry students.

Interviewing Direct entry students

Prior to acceptance on a top-up degree all direct entry students are interviewed by a member of staff. At the interview the students qualifications are mapped out and matched to appropriate modules. Although this is a time consuming exercise it is seen as a necessary procedure to ensure the incoming student chooses the correct modules and courses. It is also an opportunity for the staff and students to meet and for staff to give advice to students on areas where they might be weak or need extra help.

Higher-level skills book

At the University of Gloucester they have a higher levels skills book, which is generally sold to first years to help them with key skills. Tracy suggested, This year we have advised direct entry students to buy this text as although they won't do the related modules (which are first year

modules) it could help them understand what is meant by higher level skills.

Use of Materials

Ideas were lifted from all of the materials and re-juggled in four new formats

There was a leaflet on 'Information for Direct Entry Students'. This leaflet contains general information on useful contacts, where to get help, who to go to and where to get information from. It is simple and to the point. This leaflet was given out at the beginning of induction.

There was a leaflet on 'Staff Information and Guidance: direct entry/credit transfer students'. This leaflet was passed out at a staff meeting to raise awareness of the specific needs of direct entry students. The leaflet included names of staff who dealt with these students, where the students arrived from, the entry requirements of the students, the differences between direct entry students and the traditional undergraduate, SPAT's top ten tips for staff to think about, information on key skills and lastly a section on what personal should focus on with direct entry students. The leaflet uses a lot of information from the SPAT materials and if read thoroughly by staff could potentially be very useful.

There was a leaflet on 'Direct Entry/Credit Transfer Students: Key Skills Information'. This leaflet integrates all the information from the key skills pack into one. It begins by looking at FAQ's on Key Skills and then goes on to suggest things you need to think about and concludes by using the 'Needs analysis table' on the back cover. This leaflet was not given out in induction week it was given out at the beginning of the second week as one criticism of induction has involved the fact that students get information overload.

There was a leaflet on 'Direct Entry/Credit Transfer Students: FAQ's and Guidance'. This leaflet is a general awareness of things these students might need to know when they arrive at university and again it draws on a range of SPAT materials from the Generic pack, the culture shift pack and the induction checklist. This leaflet was given out in induction week to new students who have suggested it was really useful but would have liked a lot of the information prior to entering the degree programme. It has been suggested that possibly this leaflet goes out with a welcome pack to new students rather than give it to them when they arrive at university.

When quizzed on the materials the following suggestions were put forward for improvement:

- The materials could be condensed they are too repetitive
- More materials for staff could be expanded
- Have fewer sections
- More information on key skills and assessment

**Customised resources available on SPAT CD and website:
(electronic versions still need to be obtained from Tracy)**

- Information for Direct Entry Students
- Staff Information and Guidance: direct entry/credit transfer students
- Direct Entry/Credit Transfer Students: Key Skills Information
- Direct Entry/Credit Transfer Students: FAQ's and Guidance