

Session Title:	1.2 - The Transition to University: The Value of Pre-Entry Support
Speaker(s):	Becky – Uni of Southampton
Chair:	Ellie Lloyd-Davies
Reporter:	Tiegan Yates

Speaker/Institution Bio/Information:	Becky Naylor-Teece – Uni of Southampton
Overview/Aim of session:	<p>This interactive workshop introduces a lifecycle approach to student support, which emphasises supporting students before they access university, during their course, and after they complete their studies. The Learn with US Transition Programme at the University of Southampton will be used as a case study to demonstrate the impact pre-entry support can have, especially for students who are underrepresented at university. The programme provides free interactive workshops and guidance to state schools offering the EPQ (Extended Project Qualification).</p> <p>A joined-up approach is essential, and the Learn with US Transition Programme is an access focused component of the first intervention strategy we have developed in our Access and Participation Plan (APP) as a response to the OFS' Equality of Opportunity Risk Register (EORR). This session will demonstrate how other pre-entry programmes such as Ignite Your Journey work together, and how sustained support across the student lifecycle continues for students who study at the University of Southampton.</p>
Workshop Content	<p>Academic Skills Support</p> <ul style="list-style-type: none"> - The gap in academic skills is bigger in FSM/areas of deprivation and other WA groups - The Learn with us Transition Team – work with students that are interested in research quals - Lifecycled oriented service – ranges from EPQ to HPQ & FPQ (levels 1 & 2 equivalent) - Go out to schools/on campus visits, let them use library and journal access - CPD for teachers – embedding research skills into the teaching teams <p>What is a project qualification?</p> <ul style="list-style-type: none"> - Doesn't have to be an essay it can be choreographing a dance or writing a script etc

	<ul style="list-style-type: none"> - Skills development is really useful for HE - supervisor mirrors dissertation support in university - If students have an EPQ at Southampton they get an offer of a grade lower than typical <p>EPQ outcomes</p> <ul style="list-style-type: none"> - Higher A Level grades - Higher degree outcomes - Closes the awarding gap between students from black and white backgrounds <p>How does Southampton Support</p> <ul style="list-style-type: none"> - Complement the schools delivery of the qualification <p>APP</p> <ul style="list-style-type: none"> - Supports objectives set out in Southampton's APP targets <p>Evaluation</p> <ul style="list-style-type: none"> - Still in testing phase of the programme but using many Methods to explore <p>Academic skills support – Pre-entry level</p> <p><i>Discussion Points</i></p> <ul style="list-style-type: none"> - With EPQ's not many colleges offer them - Depends what university and how competitive is it - Scholars programmes – for contextual offers - Getting them onto campus - There is always more that universities can do in terms of Pre-Entry support - Communication is needed internally <p>The Lifecycle Approach at the University of Southampton</p> <ul style="list-style-type: none"> - See slide with Student Journey on - More cohesion needed between pre & post-entry teams
<p>Case Studies/Examples:</p>	<p>University of Southampton</p> <ul style="list-style-type: none"> - THE LIFECYCLE APPROACH - At the University of Southampton - COLLABORATION- Within WPSM
<p>Scenarios/Roundtable discussions:</p>	<ul style="list-style-type: none"> - What does pre-entry support look like in your context? - Do your pre-entry activities specifically develop academic skills? - Is this something you could build into your current ways of working? - What could this look like? - Applying a Lifecycle approach in your own context: Exploring ways to support underrepresented students at all stages of the student lifecycle - Is there a regular dialogue opportunity between teams to make processes more streamlined internally

Questions and Answers:	N/A
Summary Key takeaways:	<ul style="list-style-type: none">- Supporting students academic skills can help meet APP targets as the gap in academic skills is large in some WA groups- It is also useful to provide CPD to teachers on things like academic skills- Having a lifecycle approach can support students through their journey due to it being more streamlines internally