

‘Don’t you forget about me!’

Students’ perceptions of transition between level 4 and 5

A student-led research project
Cardiff School of Education and Social Policy



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Students involved



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Group Values

As a group, we commit to:

- A supportive relationship with equal status
- Open and honest dialogue
- Valuing everyone's contributions
- Constructively challenge input
- A collective responsibility for all that we do



Involvement

- Invitation - from lecturers
- Meeting for coffee to discuss topic
- Getting other students involved
- Working with lecturers on an equal status basis



Reason for transition

- A gap in research
- Personal experience of transition from level 4 to level 5
- Improve transition for present and future students



Pilot study

- Ethical Approval
- A small sample of Year 2 volunteer students
- Recorded focus group that lasted 30 minutes
- Data transcribed and key findings collected



Key findings

- Students reported an increase in academic confidence and progress during second term
- However, also noted feeling anxious and unprepared before and during the first term
- All students involved noted that the stop/start period over summer hindered their academic progress
- Lack of support given to students to prepare for transition
- More information and guidance needed on Year 2 modules



Top tips for staff

- In-depth feedback needed to achieve higher classifications
- Further guidance and support needed during the summer break
- Support with key academic skills when entering Year 2
- Consistency across the board
- More support for mature students



Top Tips for students

- Become independent learners in order to feel more prepared
- If information is provided about Year 2 modules - read academically around these topics
- Time-management
- Physical activity
- Peer-to-peer support



Student Quotes

“I would have liked more work over the summer period, reading lists for year two so we feel more prepared.”

“It could have been more guided. It was quite daunting coming in and having your first essay. It felt like starting from scratch again.’

“I definitely feel that my writing has improved over the academic year.”

“We need more in-depth discussions and recommendations about what we need to do next.”

“Some lecturers will give details on how to up your mark to a first, but i’d say there is only one or two that do this. That needs to be consistent.”

“I think we forget about mature students going from year to two.”



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Thank you for listening

Keep a look out for further information
regarding our research project as we progress
into Year 3!



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