

Research Based Learning and the Transition to University

Dr Emma Thompson

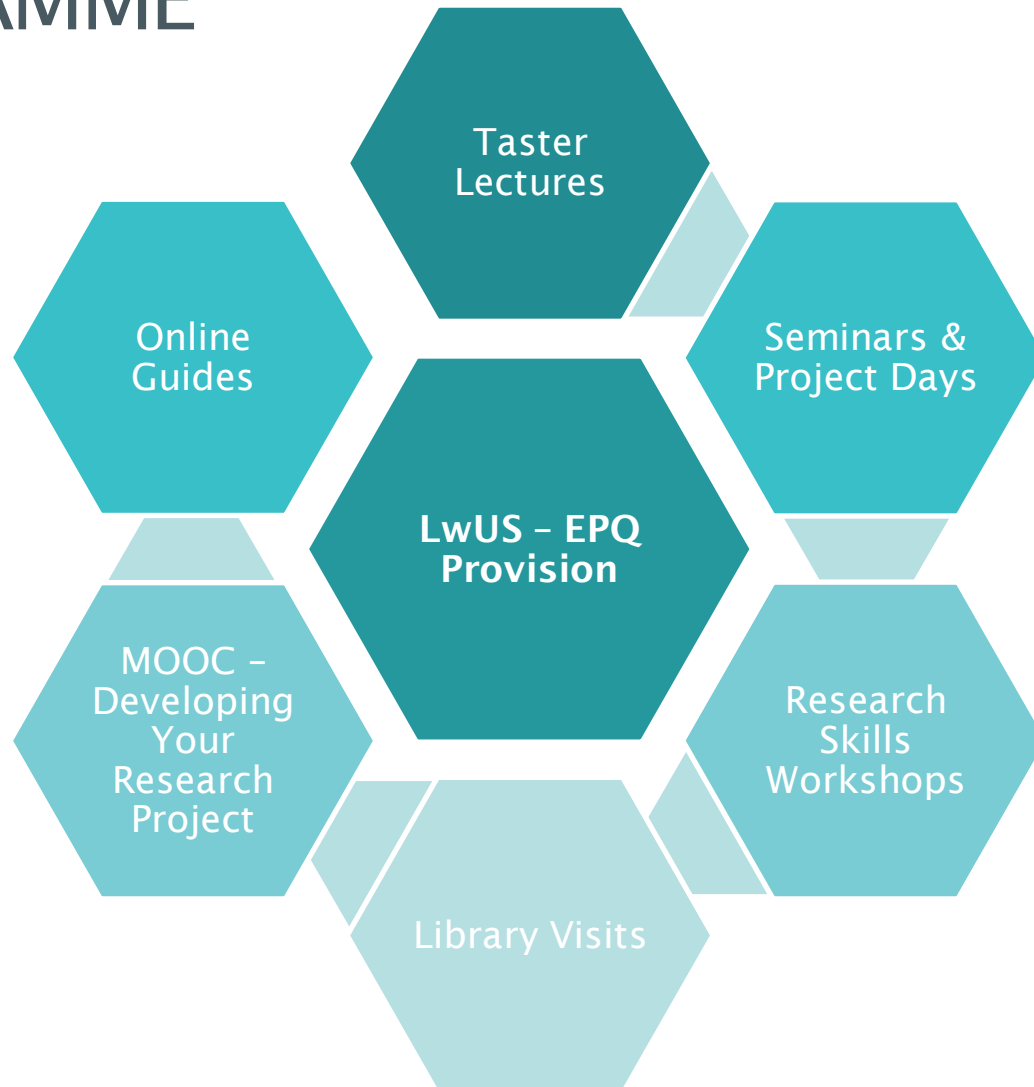
**Learn with US Transition Leader
IBSCA HE Advisors' Conference**

OUTLINE

- The Learn with US Transition Programme
- The benefits of research based learning
- Student success
 - EPQ
 - IB
- Supporting students
- Further Information
- Questions



THE LEARN WITH US TRANSITION PROGRAMME



THE LEARN WITH US TRANSITION PROGRAMME

← → ↺ 🏠 www.southampton.ac.uk/learnwithustransition/academic-skills-guides/index.page?

The Learn With US Transition Programme

Overview EPQ support Taster lectures and seminars Research and visit days **Academic skills guides** Online courses >

Lectures and seminars Learning styles Research s

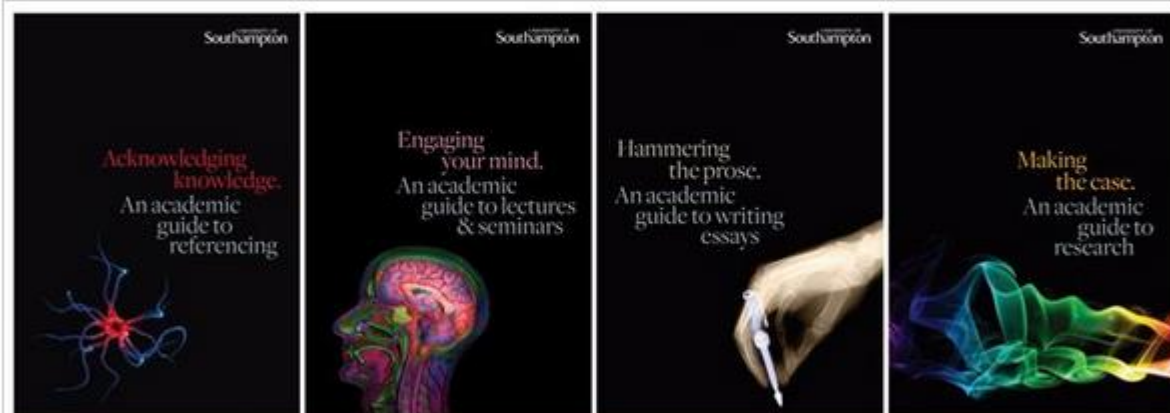
Academic skills guides

Research has revealed that undergraduates in Higher Education before they began their first university programme presents this opportunity and programme and university.

The academic skills guides provide access to resources for students to make the most of their university experience and the skills needed at university to be a successful student in examinations.

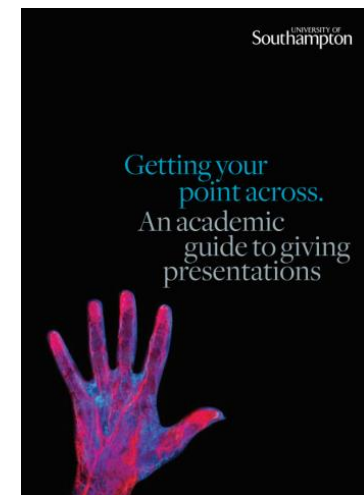
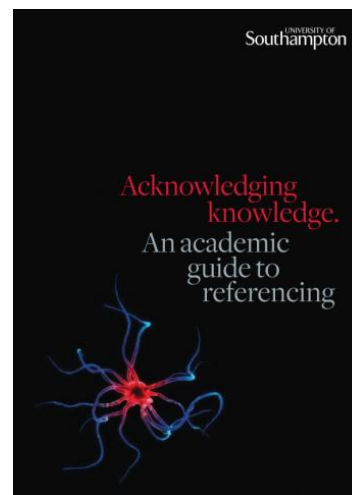
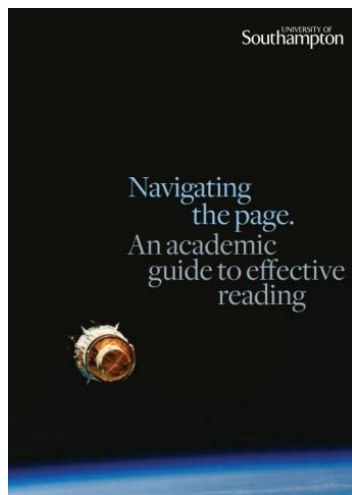
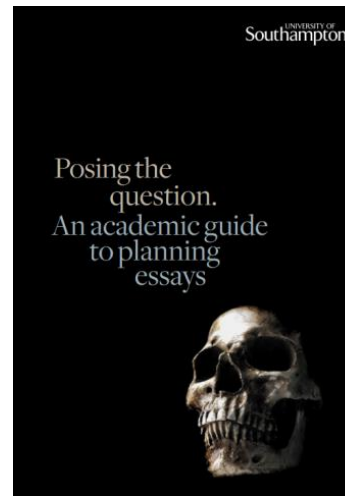
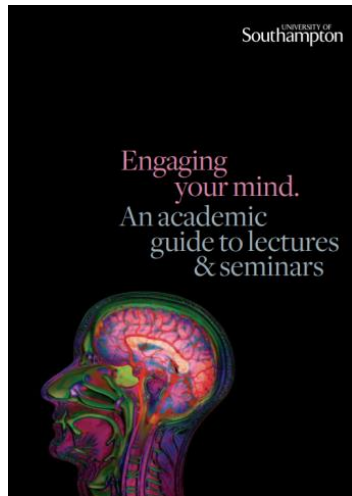
Learn With US Transition

Academic skills guides

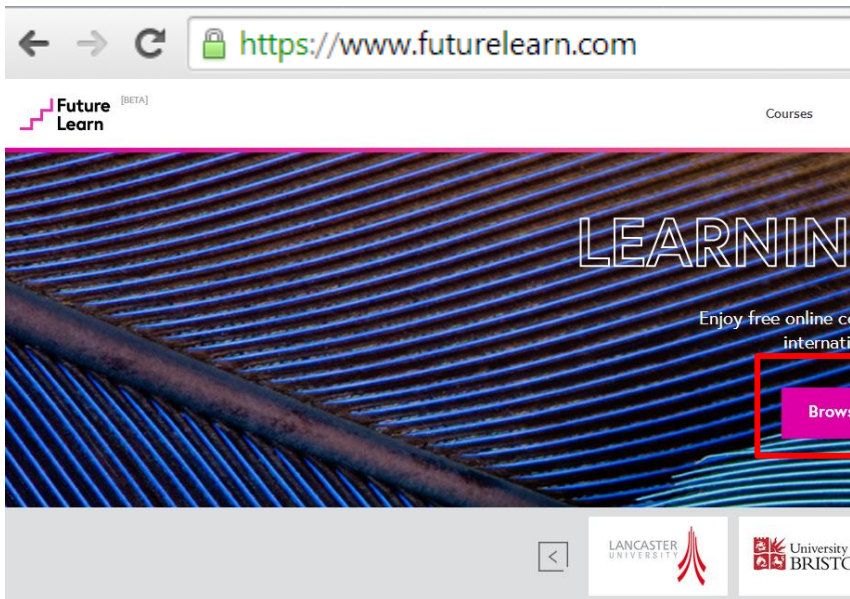


Free downloadable resources

THE LEARN WITH US TRANSITION PROGRAMME



THE LEARN WITH US TRANSITION PROGRAMME



Developing your research project

Undertaking an Extended Project Qualification, IB extended essay or any other scholarly research? This guides you step-by-step.

WATCH THE TRAILER



ABOUT THE COURSE

This course has an alternative start date of 15 September.

UNIVERSITY OF
Southampton

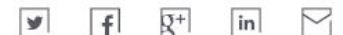
Join this free course

Starts on 07 July

Duration: 8 weeks

1 hour pw

SHARE



EDUCATORS



Chris Fuller & Emma Thompson

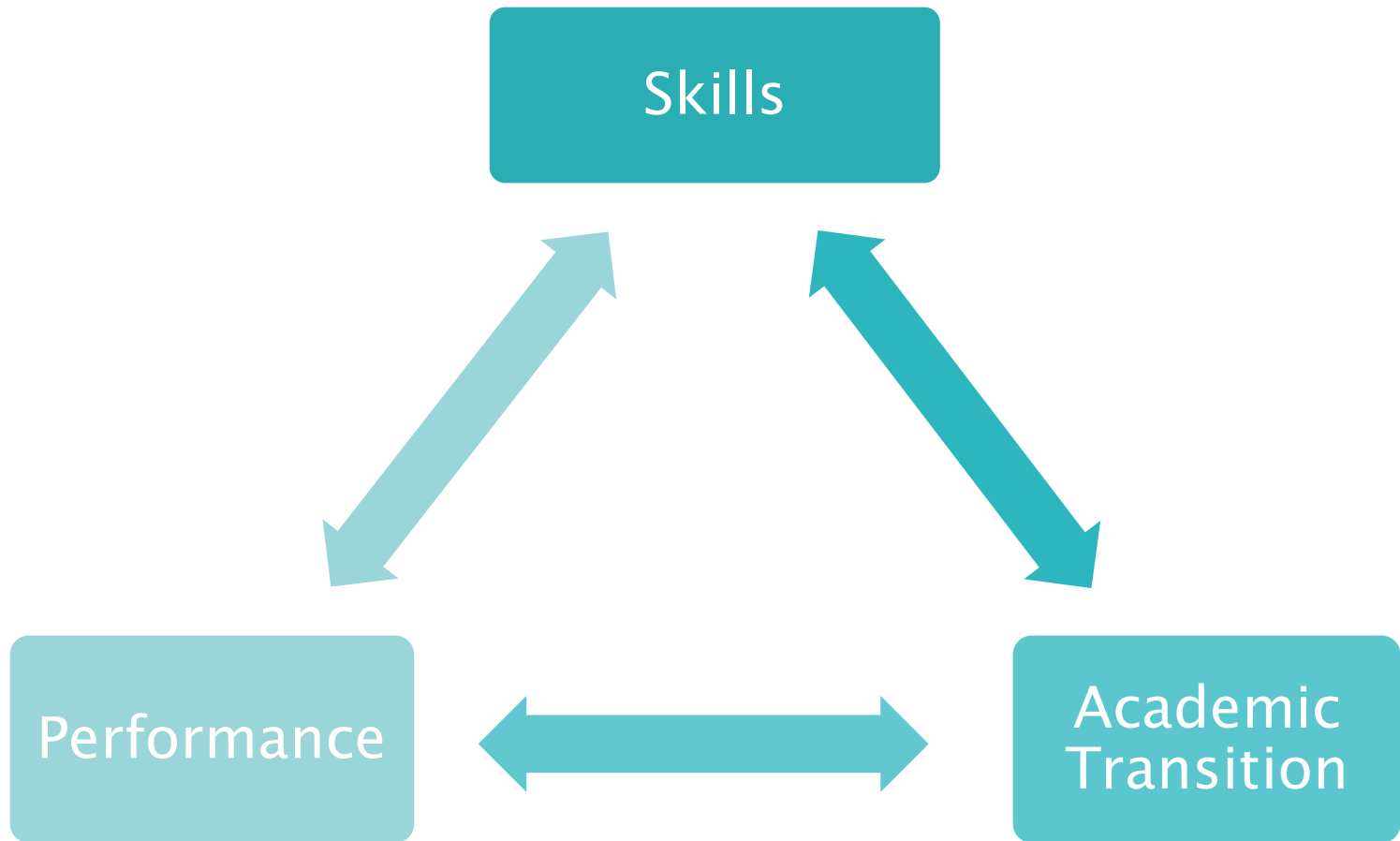


OUTLINE

- The Learn with US Transition Programme
- The benefits of research based learning



THE BENEFITS OF RESEARCH BASED LEARNING





Self-awareness

Presenting

Business
acumen

Networking

Communication

Time
management

Response to a
challenge

Flexibility

Proactivity

Intellectual
flexibility

Enthusiasm

Team work

Initiative

Commitment

Decision
making

Research Skills

Attention
to detail

Independent
thinking

Problem
solving

Analysis

Leadership

Motivation

Numeracy

Critical
thinking

Foreign
language

STUDENT PROFILES



Stephanie Kirk - BSc Accounting and Finance, 3rd Year

There were a number of different benefits from undertaking the EPQ. It helped with building my **time management skills**, I had to learn to set myself interim deadlines and this was a really good way of getting ahead of the game. Having the opportunity to **explore a subject you were passionate** about was also great, particularly as this was within the field of research that I hoped to study at university. I especially enjoyed the fact that there was no strict syllabus so I could explore what I wanted to look at, any way I chose to.

Learning how to **engage with academic material** was also useful as I learned to read **academic literature** very quickly, which is so important for university. Learning how to do **Harvard referencing** as well – I never realised how important it was before!



George Barbett - BA Music, 3rd Year

The EPQ definitely influenced my **writing style** and **skills** – the length of the EPQ very much prepared me for the length of university essays. I also think knowing how to **reference** has been a big bonus. Whatever style of referencing you learn, even if it's not the one you will use at university, it's still really useful to have an overview of how and why you do it.

Finally, I think it has helped me in being able to **research well**, in being able to find the **right sorts of books** and to extract the right kind of information from them.

STUDENT PROFILES



Janay Allen – BSc Criminology and Psychology, 2nd Year

I think the EPQ has prepared me really well. A Level essays were just one part of preparing me for university, the EPQ took me even further in helping me to develop a **good style of university writing**, knowing how to include **citations** and then provide a **detailed referencing list**.

Learning to **critically evaluate academic material** was really helpful as well as preparation for uni. I think it also gave me a sense of what I would feel at university – in that I was setting my own work based on **something I actively enjoyed** and had a real interest, which is very much like what we experience here.

I also saw improvements in my **public speaking, building confidence** through the presentation that we had to give as part of the EPQ.



Chay Clark – LLB Law, 2nd Year

The write up of the EPQ was especially helpful for preparing me, as it is **indicative of the style of assignments** you have. I also found **referencing** really useful, and researching; **knowing how to research** and getting to grips with the amount of reading you have to do.

I think the EPQ also improved my **time management skills** – balancing the EPQ with my other A Levels was very much like balancing the work load between university modules. The lack of guidance in the EPQ was hard, but good in that it forced me to be **independent** which set me in really good stead for university; you have to be the one to drive your EPQ, just like your degree.

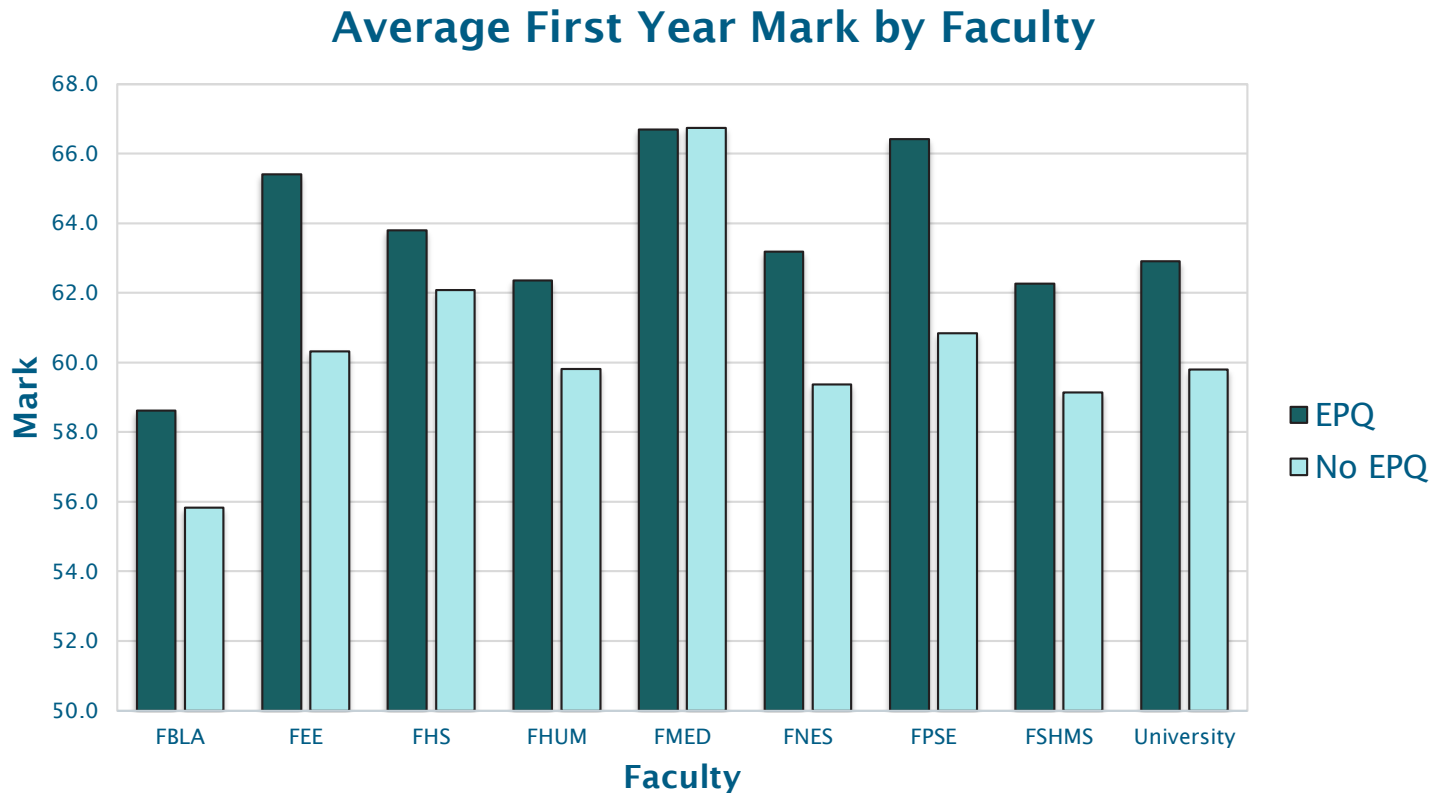
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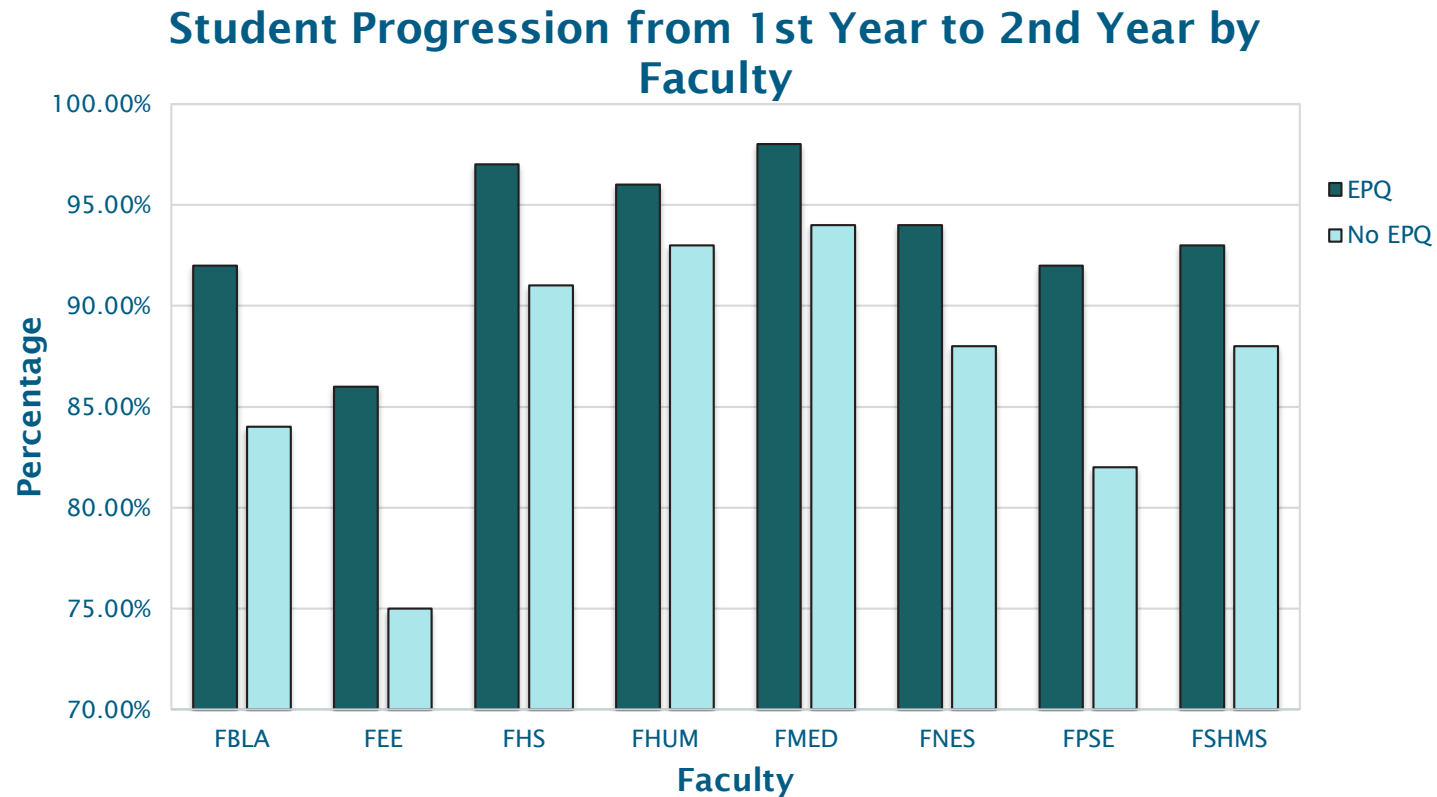
STUDENT SUCCESS

First Year Performance (2013/14 – 2015/16)



STUDENT SUCCESS

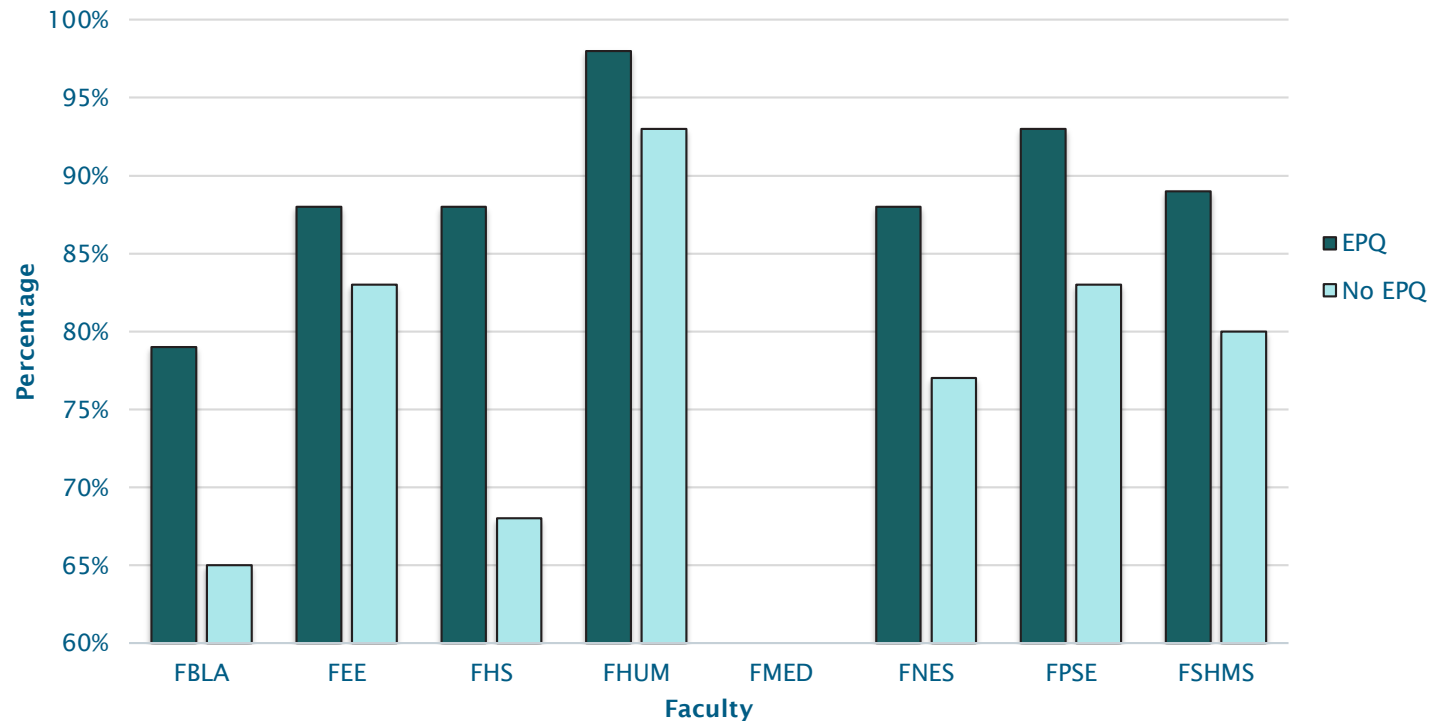
First Year Performance (2013/14 – 2015/16)



STUDENT SUCCESS

Degree Outcome (2013/14 – 2015/16)

Percentage of UoS Students Achieving First Class Honours or Upper Second Class Honours by Faculty



IB PERFORMANCE

Degree Outcomes (2011/12 – 2015/16)

Degree Outcome	No IB	IB
1st	24%	20%
2.1	57%	62%
2.2	16%	16%
3rd	2%	1%
Pass	0%	0%
1st/2.1	82%	83%
Total Students	16824	435

	Completing Students		1st/2.1	
Total Tariff	No IB	IB	No IB	IB
<=160	50%	13%	80%	66%
161-180	21%	22%	86%	78%
181-200	15%	25%	88%	81%
>200	14%	40%	91%	92%
Total Students	14531	435		

IB PERFORMANCE

Degree Outcomes (2011/12 – 2015/16)

Qualification Type	1st/2.1	2.2/3rd/Pass	Total
A Level or equivalent	85%	15%	13822
Baccalaureate	83%	17%	568
Access Course	75%	25%	36
Other	72%	28%	1995
First Degree	62%	38%	139
Dip HE or Foundation Degree	60%	40%	326
Qualification below GCSE	59%	41%	73
ONC/OND and Btech	53%	47%	74
Not known	44%	56%	226

IB Total Points	1st/2.1	2.2/3rd/Pass	Total Students
<=31	67%	33%	81
32/33	81%	19%	88
34/35	81%	19%	102
36/37	91%	9%	90
>=38	95%	5%	73

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SUPPORTING STUDENTS

1. Ensure students understand the assessment objectives and have passion for their research

2. Allocate non-subject supervisors

3. Encourage supervisors to coach rather than teach

4. Get plenty of free support!



FURTHER INFORMATION

References

- Gill, T. (2016) “An analysis of the effect of taking the EPQ on performance in other level 3 qualifications” Paper presented at the British Educational Research Association Conference, University of Leeds. Available from: [accessed: 09/05/2017]
- Gill, T. (2017) “Preparing students for university study: a statistical comparison of different post-16 qualifications” *Research Papers in Education*
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- Gill, T. and Vidal Rodeiro, C. L. (2014) “Predictive validity of level 3 qualifications: Extended Project, Cambridge Pre-U, International Baccalaureate, BTEC Diploma” *Cambridge Assessment Research Report* Cambridge, UK: Cambridge Assessment available from: <http://www.cambridgeassessment.org.uk/Images/178062-predictive-validity-of-level-3-qualifications.pdf> [accessed: 09/05/2017]

YOUR QUESTIONS

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