Supporting Postgraduate ‘Taught’ Student transitions into, through and out of study

Keynote

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Kingston University

Student transitions Conference: journeying into, through and beyond higher education
Higher Education Academy
19 February 2015
Aims and objectives

- Set the scene for PGT study
- Challenges facing PGT educators
- Identify the different transitions in the PGT student lifecycle
- Supporting a diverse PGT student population
- Sustaining PGT study.
Setting the scene - PG expansion

International comparison

<table>
<thead>
<tr>
<th>Country</th>
<th>2004</th>
<th>2009</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>2,491,414</td>
<td>2,937,545</td>
<td>+17.9%</td>
</tr>
<tr>
<td>UK</td>
<td>523,825</td>
<td>536,810</td>
<td>+2.5%</td>
</tr>
<tr>
<td>Australia</td>
<td>257,769</td>
<td>307,973</td>
<td>+19.5%</td>
</tr>
<tr>
<td>Canada</td>
<td>142,800</td>
<td>170,076</td>
<td>+19.1%</td>
</tr>
</tbody>
</table>

Note: In Aus, Can and USA, FT mode of study dominant for years. Only became dominant in UK in 2010.

Source: Morgan (2013)
Type of qualification growth

Qualifications awarded in 2000/1 and 2007/8

- **Australia**
  - 2000/1
  - 2007/8

- **Canada**
  - 2000/1
  - 2007/8

- **UK**
  - 2000/1
  - 2007/8

- **USA**
  - 2000/1
  - 2007/8

*Qualification data used as most comparable*

Source: Morgan (2013)

- **Doctorates**
- **Other Higher Degree**
- **Other PG qualifications**

- **'Other higher degrees'**
  - All types of masters qualifications

- **'Other PG qualifications'**
  - Australia = Other PG quals
  - Canada = Graduate diplomas
  - USA = First Professional Degree
  - UK = Other PG quals and PGCE
UK Postgraduate Taught Courses over 20 years using the product lifecycle

**Growth**
- 03/4-10/11 PG enrolments grew by 45%
- PG = Other Higher Degrees (e.g. Taught Masters) + 13.1%, Doctorates -1%, Other PG -12.4%
- In 2011, Higher degrees account for approx 66% of all PG enrolments
- In 2010, fulltime mode became most popular mode for the first time in the UK
- Figures suggest OS maintained growth

**Noticeable growth in PG started in mid 90s**
- Why?
  - Government commitment to increasing PGT market?
  - For career advancement rather than self-fulfilment?
  - Creeping notion that PGT required for a career?
  - Employers raising the qualification bar due to pool of well qualified graduates/ employer demand?
  - When downturn in economy, increase in uptake in HE?

**Decline**
- Enrolments between 11/12 and 12/13
  - UK Domiciled -5.9%
  - EU Domiciled -7.3%
  - Non-EU -4.5%
  - Overall mode split = Fulltime -4.2 Part-time -7.4

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2013/14
- Overall increase in enrolments on 2012/13 of 0.6% due to FT study
- PT study decreased on 2012/13 by 2.1%
  - UK = -0.7%
  - EU = +1.4%
  - OS = +3.1%

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Adapted from Raymond Vernon’s Product Lifecycle
Full-time and Part-time enrolment changes between 2010/11 and 2013/14 in PGT/PGR ‘Science’

Full-time enrolments

-30.0% -20.0% -10.0% 0.0% 10.0% 20.0% 30.0%

-30.0% -20.0% -10.0% 0.0% 10.0% 20.0% 30.0%

Part-time enrolments

-30.0% -20.0% -10.0% 0.0% 10.0% 20.0% 30.0% 40.0%

Full-time and Part-time enrolment changes between 2010/11 and 2013/14 in PGT/PGR ‘Arts, Hum, SocSci’

Full-time enrolments

-60.0% -50.0% -40.0% -30.0% -20.0% -10.0% 0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0%

Part-time enrolments

-60.0% -50.0% -40.0% -30.0% -25.0% -20.0% -15.0% -10.0% -5.0% 0.0%
Why the decline?

Reasons for decline-external factors
- Visa requirements?
- Overseas competition?
- Declining number of 18 Year olds thus smaller pool of undergraduates?

Reasons for decline- perceived value
- Perception of real value of PGT qualification in market place?
- Employers require different skills?

Reasons for decline-financial
- Impact of UG study debt?
- Lack of course funding?
- Weak economy?
- Recession since 2008/9

Reasons for decline-product
- No adaption of the product?
- Not listening to needs of market?
- Not taking account of competition?
- No forward thinking?
- No new upcoming Cash Cows?
- Sector a responder not shaper?
- Unhappiness with the experience?

Adapted from Raymond Vernon’s Product Lifecycle

Source: Morgan, 2013
Higher Educational Benefits

‘A diverse student population is essential to vibrant intellectual enquiry and a resilient knowledge economy. It encourages a higher education offer that is socially and culturally diverse, and more representative of local communities’, and, ‘it is vital in creating a fairer society, securing improvements in social mobility and supporting economic growth’ (HEFCE, 2011:6).

Social

• Increases social mobility (Watson, 2005; Bourdieu, 1977, 1984)
• Increases community engagement (IHEP, 2005)
• Reduction in crime amongst graduates (Stephen, 2004)
• Lower debt and health issues (Baum et al, 2004; OECD, 2010)
• Greater social tolerance (Lloyd, 2010)

Economic

• Often largest local employer
• Generate £45b output a year
• Largest part of the economy (Universities UK, 2007)
• Higher income over lifetime (Universities UK, 2007)
• Unemployment lower amongst graduates (Bynner et al, 2003; Baum et al, 2010)

Political

• Graduates more engaged in politics and vote in elections (Bynner et al, 2003; Baum et al, 2010)
Higher Educational Disadvantages

Social

• Over qualified
  (Coldwell W., 2013 cited by Lister, 2014)

• Negative intergenerational mobility (Watson, 2005; Kamenetz, 2006)

• Boomerang Kid-ult generation

• Under-employment

U.S. Employment Outcomes for Recent Graduates 2009-2011:
By Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage unemployed</th>
<th>Percentage in jobs where a bachelor's degree is required</th>
<th>Percentage in jobs where a bachelor's degree is not required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>5</td>
<td>75</td>
<td>20</td>
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<tr>
<td>Education</td>
<td>4</td>
<td>75</td>
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<tr>
<td>Health</td>
<td>8</td>
<td>75</td>
<td>22</td>
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<tr>
<td>Math and computers</td>
<td>8</td>
<td>65</td>
<td>29</td>
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<tr>
<td>Architecture and construction</td>
<td>8</td>
<td>60</td>
<td>32</td>
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<tr>
<td>Sciences</td>
<td>6</td>
<td>51</td>
<td>43</td>
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<tr>
<td>Social sciences</td>
<td>7</td>
<td>45</td>
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</tr>
<tr>
<td>Business</td>
<td>9</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>Liberal arts</td>
<td>8</td>
<td>40</td>
<td>52</td>
</tr>
<tr>
<td>Communications</td>
<td>6</td>
<td>40</td>
<td>54</td>
</tr>
<tr>
<td>Technologies</td>
<td>6</td>
<td>38</td>
<td>55</td>
</tr>
<tr>
<td>Agriculture and natural</td>
<td>5</td>
<td>38</td>
<td>57</td>
</tr>
<tr>
<td>Leisure and hospitality</td>
<td>4</td>
<td>33</td>
<td>63</td>
</tr>
</tbody>
</table>

(Abel et al, 2014 cited by Lister, 2014)

"My name is Benjamin Serra, I have two bachelor's degrees and a master's degree and I clean toilets. No, it is not a joke. I thought that I deserved something better after so much effort in my academic life. It seems that I was wrong." 2nd October 2013 ReTweeted 32,000 times – taken up by World’s Press.

Economic

• Job displacement
  • IT reduces educational need
  • Graduates performing non-graduate jobs
  • Postgraduates performing graduate jobs

• High levels of study debt (fees and cost of living) impact on:
  • Home ownership
  • Pension investment
  • Private healthcare
  • Disposable income to put back into the economy

• No future investment in lifelong learning

• End of parental cash cow generation.

Source: Morgan (2014)
Study debt and course choice in England

Source: Morgan (2014)

UK applicant

M Integrated Sandwich?

4 years x £9K and 1 year placement fee x£1000 =£37K funded via a student loan
+ Cost of living for 4 years = £48,224
Grand total study debt = £85,224

UK applicant

M Integrated full-time?

4 years @ £9K per year = £36K funded via a student loan
+ Cost of living for 4 years = £48,224
Grand total study debt = £84,224

UK applicant

BA/BSc/BENG?

3 years @ £9K per year = £27K via a student loan
+ Cost of living for 3 years = £36,168
Grand total study debt = £63,168

UK applicant

BA/BSc/BENG Sandwich?

3 years @ £9K per year (£27K) and 1 year placement fee x£1000 =£28K funded via a student loan
+ Cost of living for 3 years = £36,168
Grand total study debt = £64,168

MBA= approx £18K therefore Grand total debt = £93,224

UK applicant

BA/BSc/BENG plus MA/ MSc?

3 years @ £9K per year (£27K) via a student loan
+ 1 year MA/MSc @ £6K= £33K
+ Cost of living for 4 years = £48,224
Grand total study debt = £81,224

UK applicant

BA/BSc/BENG with a Foundation and Sandwich?

1 year @ £4600, 3 years @ £9K per year (£27K) and 1 year placement fee x£1000 =£32,600K funded via a student loan
+ Cost of living for 4 years = £48,224
Grand total study debt = £80,824

*UK average cost of living expenditure per year of UG study = £ 12,056 £4,834 for rent (92.96 per week), £1,956 for food (£37.61 per week, £316 for household goods (£6.07 per week), £42 for insurance (£0.80 per week), £2,074 for personal items (£39.88 per week), £1,524 for travel (£29.30 per week) and £1,310 for leisure (£25.19 per week). http://www.nus.org.uk/en/advice/money-and-funding/average-costs-of-living-and-study/
# PEP-Impact of lack of funding on PGT entry

<table>
<thead>
<tr>
<th>Survey A n=64</th>
<th>Survey B n=440</th>
<th>Survey C n=90</th>
<th>Survey D = n131</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enquire but do not apply</td>
<td>Apply, offer, decline</td>
<td>Apply, offer, accept, notify non-attendance pre-enrolment</td>
<td>Apply, offer, accept, no-notification pre-enrolment</td>
</tr>
<tr>
<td>47.8% UK: 5.8% EU: 46.4% OS</td>
<td>14.9% UK: 14.9% EU: 70.1% OS</td>
<td>26.0% UK: 19.2% EU: 54.8% OS</td>
<td>7.8% UK: 1.0% EU: 91.2% OS</td>
</tr>
</tbody>
</table>

**Intended funding:**
- savings (28.13%)
- parents (25%)
- personal income (23.44%)
- scholarship (22.88%)
- savings (21.05%)
- scholarship (13.33%)
- overseas government sponsorship (22.31%)

**Top 3 reasons for choosing a course:**
- subject reputation (29.23%)
- content (21.54%)
- career prospects (13.85%)
- subject reputation (30.72%)
- career prospects (13.02%)
- cost of the fees (14.02%)
- subject reputation (32.22%)
- cost of the fees (16.67%)
- reputation and location (12.22%)
- subject reputation (39.23%)
- cost of the fees and career prospects (13.95%)
- opportunities for work placements/working with employers (13.18%)

**Why didn’t apply:**
- confusing application process (37.7%)
- gave up the idea of studying for a MSc (29% of which 42.9% said the course didn’t fit in with life demands)
- applied for a place at another uni (29.2%)
- the course would not deliver its promises (28.6%)
- gave up the idea of studying for a MSc (22.2% of which 77.4% could not obtain funding)
- applied for other uni (38.3%)
- deferred place until next year (29.6%) HARD to TRACK, HARD TO KEEP WARM
- the course would not deliver its promises (20.80%)
- applied for other uni (15.20%).

**Why declined the offer:**
- the course would not deliver its promises (28.6%)
- deferred place until next year (29.6%) HARD to TRACK, HARD TO KEEP WARM
- the course would not deliver its promises (21.59%)

**Why didn’t enroll:**
- deferred place until next year (42.3%) HARD to TRACK, HARD TO KEEP WARM
- the course would not deliver its promises (20.80%)
- applied for other uni (15.20%).

**Group D scholarship (28.46%):** 30 of 32 OS (93.75%): Parents (25.38%) 23, all OS: Overseas Gov Sponsorship (22.31%) 20, all OS
Cost per PGT application

Faculty level  2013/14 =2,862 of which 388 enrolled

• 2,474 processed ‘fruitless’ applications
• Admin processing per application= 1 hour @£25K p.a. (total cost to uni £31K) =£16 per application
• Academic processing per application = 15mins@ £40K p.a. (total cost to uni £49K) = £6.40 per application
• Cost per application = £22.40
• Total cost of manpower for 2474 fruitless applications= £55,417.60
• Add cost of room, electricity for staff member etc........

Other disadvantages of not knowing accurate enrolments

• Unable to plan the teaching timetable, teaching resources
• Demand for catering, parking, library resources
• Budgets for current and forward planning.
Issues for PGT Students

PEP – 11 institution collaborative project

Entry to Study Survey  n=1235
94% found the survey ‘useful’, 87% felt that all new students would benefit from completing it

Reasons for undertaking a PG degree

• 1st To improve my employment prospects (69.8%)
• 2nd I was interested in the subject (66.5%)
• 3rd To develop a more specialist set of skills and knowledge (60.8%)

Reasons for choosing the University to do your PG study

• 1st Course content (50.7%)
• 2nd Location of institution (49%).
• 3rd Reputation in chosen subject area (41.5%)

HEA ITG report (SEC PGTs)
Primary Reason
1) ‘course content’ 70.1% (164).
2) ‘cost of fees’ 33.5% (73)
3) ‘university teaching reputation’ with 24.9% (51).

Research reputation was not significant in top 5 reasons cited for university selection at PGT level
Fees and funding

Fee levels were:
Very important (40.7%) or Important (37.5%) factor in making the PG course choice

Funding the fees
• 35.6% parents/guardians
• 31.6% savings
• 21.8% university scholarship
• 16.5% salary or personal income
• 16.1% loan
• 7.3% employer sponsorship

Living costs
• 38.4% parents/guardians
• 37.6% salary or personal income
• 35.3% savings
• 13.4% loan

Main source of funding
• 33.1% parents/guardians
• 26.6% savings
• 18.3% salary or personal income
• 14% loan.
Expectations

The PG will:
• 47.9% specialise their knowledge
• 36.9% widen their knowledge

MSc study means:
• 93.2% more independent study
• 65.0% more value for money
• 87.5% more personalised study experience than at UG

Anxiety levels
44.8% Slightly anxious
17.6% anxious
8.1% very anxious
16.6% not anxious at all
12.9% unsure

Not confident or unsure
38.6% coping with balancing life demands and study
30.4% managing money
27.6% Coping with the standard of work
21.3% getting involved in university life
18.3% making friends.

Workshops
Strategic leadership L&T - Sally Bradley
Academic issues

Feedback preferences
• Hard copy
• Face to face with tutor (individually)

Academic strengths and weaknesses
• 11% weak or very weak knowledge of the subject they will be studying on the PG course

Value of a Masters qualification
• 75% employers value a PG qualification more that an UG
• 17.8% unsure how employers value a PG qualification
• the PGT will provide a better knowledge of the subject.

Workshop
Digital literacy- Terry McAndrew
Demographic details

Gender
62.7% male
37.3% female

Ethnicity
58.7% White
15.9% Asian
10.8% Black
5% as Mixed
9.6% as Other

Age
Up to 25 years old (56%)
26-30 (22.1%)
31-35 (9.5%)
36 plus (12.4%)

Domiciled status
2013/14 HESA
59.5% UK domiciled
11.3% EU domiciled
29.2% OS domiciled

First language
62.7% English as first language
Remaining 37.3% = 79 different languages/dialects
13.6% of the UK domiciled students have English as a second language.

Average age for a masters student is mid 20s (NAO)

Hence: Loan system 2016/17 targeted at under 30
Student perception of employers view of an MSc

75% employers value a PG qualification more than an UG (17.8% unsure how employers value a PG qualification)

… if an employer sees that you have a PG it shows dedication and academic knowledge and willingness to learn and improve yourself.

… undergraduate courses are now viewed as a standard qualification.

… most postgraduate qualifications provide specialist skills which employers need.
Student perception of MSc impact

What do you expect will happen immediately after finishing your MSc?

62.3% find a job appropriate to level of skills and knowledge
19.3% progress into further study (e.g. PhD)

Expected impact
40.4% being able to enter a specialist role
27.9% earn more money than if having a UG
94.1% employment prospects
92.2% better preparation for future employment
89% practical experience in the subject area

Expected type of career after completing an MSc
70.0% hope to have a professional career related to PG study
A Masters degree is no guarantee of work wisdom or leadership.

Federation for Small Businesses argue that 99% of the UK economy is generated by small business who do not need Master's graduates

Skills gap still a concern, UUK told

Minister warns that employers believe graduates lack what firms need. Rebecca Attwood reports

In the coming months, he said, his department would work to bring employers and universities together to identify why this was a topic of such “persistent dissatisfaction, persistent rumbling”.

“Job... is to get people in the same room to talk about these issues through because I am absolutely convinced that... the tensions and the conflicts that people are there will actually very often melt away.”

Mr Denham said it was mistake to think that the intrinsic value of higher education was not what want something instrumentalist and higher education is delivering something of intrinsic value that is different is one of the problems,” he said, adding that many employers wanted people who were able to solve problems, communicate, apply critical analysis to evidence and think for themselves.

As part of his wider drive to consider the future of higher education in the next 5 to 20 years, he said he would be “going to the business community, students, people interested in the regional impact of universities and so on” to develop a picture of “the challenges of the future as they are seen from within the university sector with the new role of Universities Secretary, he believed the biggest shift emphasis he had helped to bring was the need for wide participation efforts to begin younger age, and a greater reorientation of the importance of between schools and universities.

Asked whether it was university admissions policies or impression from schools that were important when it came to voluntary access, he said: “If you look at the statistics, it is absolutely clear that the big prizes are to be by enabling more of the younger people who say they want to university... to actually get achievements at school level.

Employers still irked by lack of graduate skills

Business leaders have reiterated concerns about the quality of UK graduates in a new survey.

Employers are concerned about the literacy, numeracy and employability of today’s students, according to the survey conducted by the Confederation of British Industry (CBI). It found that improving education standards tops the list in its annual survey of employers’ concerns, monitoring trends in employment and the workplace.

Almost a quarter of those questioned (23 per cent) said that graduates struggled with literacy, and 20 per cent complained about poor numeracy. A quarter said they were unhappy with graduates’ employability skills. Employers also perceive a growing demand for graduate-level skills – more than three-quarters (78 per cent) said there would be increased demand for high-level leadership and management, and two thirds (66 per cent) said they needed graduates with technical skills.

Students are failed in business know-how

Call for universities to ensure that all degrees teach entrepreneurship, writes Hannah Fearn

UK universities must make the development of students’ entrepreneurial skills a core part of degree courses, or they will lose out to international competition, according to a new report.

The joint report from the Council for Industry and Higher Education (CIHE) and the National Endowment for Science, Technology and the Arts (Nesta) says that 11 per cent of UK students are engaged in entrepreneurship education – most of which is taught through business schools.

It calls on universities to make sure all degrees in a wide range of disciplines involve students with the societies to the vice-chancellor’s overarching strategy for the institutions.

“Universities must lead the way in transforming how higher education prepares the UK’s workforce for its future economy,” said Jonathan Kennington, chief executive of Nesta. “Universities will be challenged by those paying fees, by the taxpayer and by the Government to be able to tell a compelling story of how universities continue to make the pioneering contribution to the economy and to society that they have made in previous generations.

“As the economy presents new challenges, so too must universities,” said the report’s authors.

Federation for Small Businesses argue that 99% of the UK economy is generated by small business who do not need Master’s graduates
Challenges of supporting PGT students

Diversity

• Academic qualifications, domiciled status, social class, students with disabilities, mature students, mode and type of study
• 4 main groups- Career progression, career change, intrinsic interest, profession requirement

Expectation

• MSc will provide employment skills lacking
• Provide better employment chances

Complex student life which is not always obvious

One size fits all

• Shared integrated and Master’s modules
• Part-time have to attend fulltime classes during the day
• Evening part-time students do not have easy access to support services
• Students fit around the needs of the university, not the university fitting around the needs of students
Reasons for doing a masters is likely to have a big impact on their expectation and experience

Subject disconnection

My first degree was pharmacology and I am doing pharmaceutical science now. And the degree I am doing now requires a lot of organic chemistry but I do not have any knowledge about organic chemistry at all. I think that if they are accepting people from other courses, then they should have to do a short courses on organic chemistry or something similar because it is something you cannot just learn by going to a Master’s level organic chemistry lesson in a couple of days. You need a background knowledge. You need a strong base. The way lecturers are behaving as if they want students to fail. But there are some teachers who are really helpful and will do anything to help you.

Not delivering promises

I thought there would be much more integration and work experience. A little bit of coursework, papers, research papers, a bit of lab work, a bit of interaction from the outside coming in and showing us things. So I was expecting to get my hands on a little bit of everything so I would be well rounded for future job prospects. I thought they would get people in to talk to us about the real world to say that we are doing this or we are doing that but our programme is 95% just doing research papers. Paper, papers, papers. A lot of us are really down because it is papers, papers, papers. We just want to get hands on experience. The course was sold to me on the basis that this would happen. But that is not what has happened. I would not have done it knowing what I now know. I have wasted a lot of money being an international student.

Making friends

For me because I do block modules in the evening, I don’t see them very often (fellow students) and some of them are even PT so I barely see them. You just don’t see people that much and they are focused on their course. Everyone knows they will be gone by September so there is no point in making friends. It’s fine just having to get along with them for the year but after that.....you are away then. If it was a 3 year course then that is different.
The importance of identifying and supporting student transitions

Traditional Student Lifecycle Model

1. Raising aspirations
2. Pre-entry activities
3. Admission
4. First term /semester
5. Moving through the course
6. Employment

Source: HECFE 2002
What are the key transitions?

The Student Experience Practitioner Model

Outduction

First Contact and Admissions

Pre-arrival

Arrival and Orientation

Re-orientation and Reinduction

Introduction to Study at University

Source: M Morgan (2011) Improving the Student Experience - the practical guide for universities and colleges, Oxon:Routledge.
Mapping of the model to course length

Example 1  A student on a one year course e.g. MSc
• Complete Admissions, Pre-arrival and Orientation
• Induction to study by the end of semester 1 or term 1
• Reorientation and reinduction at the start of semester 2 or term 2
• Outduction just after the start of semester 2 or the beginning of term 3.

Example 2  A student on a three year full-time UG degree
• Induction to university study during level 1
• Reorientation and reinduction in level 2
• Outduction starts semester 2 of Level 2 and continues into Level 3

Example 3  A student entering as a direct entry student into level 2 UG degree
• Orientation and Induction to study in semester 1 level 2
• Reinduction to Level 2 will have to run alongside or be incorporated into their programme
• Outduction starts semester 2 of Level 2 and continues into Level 3
What do we have to consider?

**Workshops**

- **STEM transitions**
  Janet De Wilde

- **Academic literacies**
  Jenni Carr

- **Impact Assess framework**
  Steve Outram

- **Employability to work**
  Pearson/British Council
<table>
<thead>
<tr>
<th>Stage</th>
<th>Curriculum and Assessment</th>
<th>Pedagogy</th>
<th>Support</th>
<th>Finance</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Contact and Admissions</td>
<td>Information on subjects that make up a degree; specific subject study in each level of a degree; type of assessments undertaken in each year; using the degree post study.</td>
<td>An outline of the different study and learning styles available.</td>
<td>An overview and promotion of support and facilities available.</td>
<td>Information on loans / fees / bursaries; money management advice; accommodation costs.</td>
<td>Advice, support and guidance on part-time work during study; year placement options; internships; summer placements; voluntary work.</td>
</tr>
<tr>
<td>Pre-Arrival</td>
<td>Specific information on subjects to be studied in the first year of academic study; Pre-arrival preparation tests / reading / coursework.</td>
<td>An outline the different study and learning styles available; start engagement in learning the process.</td>
<td>Information on accessing services and support.</td>
<td>Applications for loans / bursaries; payment of fees / accommodation costs; money management advice.</td>
<td>Advice, support and guidance on part-time work during study; year placement options; internships; summer placements; voluntary work.</td>
</tr>
<tr>
<td>Arrival and Orientation</td>
<td>A reminder of subjects that make up a degree; specific subject study in each level of a degree; subjects to be studied in the first year of academic study; type of assessments undertaken in each year; using the degree post study.</td>
<td>A reminder of the different study and learning styles available; start the main engagement in learning the process.</td>
<td>An explanation of the services and support available; learning when and how to access services and support.</td>
<td>Payment of fees / accommodation costs; money management advice; accessing hardship funds.</td>
<td>Advice, support and guidance on part-time work during study; year placement options; internships; summer placements; voluntary work.</td>
</tr>
<tr>
<td>Induction to Study</td>
<td>An explanation of how different subjects and assessments are undertaken in the first year of study.</td>
<td>A review of learning how to study in a given year; understanding the different types of learning styles and approaches required.</td>
<td>Regular reminders of services and support available and how to access them.</td>
<td>Money management advice; accessing hardship funds; debt control.</td>
<td>Advice, support and guidance on part-time work during study; year placement options; internships; summer placements; voluntary work.</td>
</tr>
<tr>
<td>Reorientation and Reinduction</td>
<td>A reminder of previous skills and identification of skills gap; making subject choices which count towards degree; learning and undertaking different assessments for the new level of study; study away / placement options.</td>
<td>A review of previous learning skills and styles in new academic level.</td>
<td>A reminder of services and support at relevant and appropriate times of the year.</td>
<td>Payment of fees / accommodation costs; money management advice; accessing hardship funds; debt control.</td>
<td>Advice, support and guidance on part-time work during study; year placement options; internships; summer placements; voluntary work; preparation to enter employment post study.</td>
</tr>
<tr>
<td>Outduction</td>
<td>Explaining the classification structure; applying skill set post study.</td>
<td>An explanation of how to transfer learning processes to future study and work.</td>
<td>A reminder of services and support available and how to access them in final level of level of study and post study as alumni (career service etc).</td>
<td>Money management advice; preparation for repayment of loans / fees; debt control.</td>
<td>Advice, support and guidance on preparing to enter employment or further study as an alumni.</td>
</tr>
</tbody>
</table>
What to ask?

For every initiative developed within a stage or theme, the following questions need to be addressed.

• What is the aim and objective of the initiative?
• Who needs to be involved in the development of the initiative?
• Who is the target group?
• What do they need to know?
• What information is going to be delivered?
• Who will deliver it?
• When is it going to be delivered?
• Is the timing appropriate?
• How will it be delivered?
• What is the cost of the initiative?
• What is the timeline for the initiative?
• Is it financially viable?
• Can the initiative and information be adapted for another group of students?
• How will it be evaluated and monitored?
## Example of interlinking stages, themes and activities

**Stage** = Arrival and Orientation  
**Activity within the theme** = First week’s orientation programme

<table>
<thead>
<tr>
<th>Themes</th>
<th>Issue</th>
<th>Staff involved</th>
</tr>
</thead>
</table>
| Curriculum and Assessment     | • Start the process of learning by giving out and explaining timetables (if not available before)  
  • Explain course documents and reinforce expectations laid out in the admissions and pre-arrival stages of C&A requirements | Home unit academics and non-academic staff, Central Units such as Academic Registry, LRC, IT, external examiners, student representation |
| Pedagogy                      | • Start the process of teaching students how to study at PGT level and explain the differences compared to UG study  
  • Get students into learning immediately and identify skills to be bridged  
  • Think about offering bridging modules where appropriate during the summer or within the first two weeks of the course starting | Home unit academics and non-academic staff, university L&T academic centres, staff development, LRC, IT, student representation |
| Finance                       | • Advice on costs related to study (e.g. accommodation, uni fees, travel, living costs)  
  • Advice on finance support available (e.g. bursaries)  
  • Money management of advice for students  
  • Enrolment                                                                                                                                  | Home unit academics and non-academic staff, university financial services, student representation   |
| Support                       | • Light touch reinforcement of support available to students (e.g. disability, dyslexia)  
  • Identify academic and non-academic support needs (e.g. Entry to study Survey)                                                                 | Home unit academics and non-academic staff, disability/dyslexia/equal opportunity units, financial services, student representation |
| Employment                    | • Reminder of purpose of PGT education and how to transfer learning skills from UG study or workplace into PGT level and out of PGT study, identify placements or engagement in employment activities for PGT students.  
  • Access to employers and further study opportunities (e.g. PhD)                                                                              | Home unit academics and non-academic staff, university careers and employability/enterprise units, student representation |
Future Challenges

Sustainability of PGT study

– What is PGT study for? Purpose of HE?
– Niche vs generic, research vs L&T, Vocational
– Is ‘Jack of all trades, master of none’ approach sustainable? (e.g. reduce offerings, leave the market).
– Different study delivery (e.g. MOOCs, PGT Apprenticeships only 2 at level 7, get rid of the traditional lecture format-more interactive hands on)
– Employability outcome will become key at PGT level as at UG
– Target new markets (e.g. Mature PGTs- huge and untapped, an expanding Grey £)
– Extend differential fee concept
– Flexibility of courses (e.g. dual Masters/MRes courses, accredit modules not courses)
– Student fees and funding
  • Loans for up to 30 year olds will increase fees
  • Push the large mature market further away from PGT study
  • Fit around study mode needs of the student
  • PSS 2015/16- target strong courses that have future demand and build on for 2016/17 anticipated loan scheme

Workshop
University/business engagement-
Maureen Tibby and Ruth Lawton
The importance of the UG student experience on PGT recruitment

- Pool of 18 years old until 2020 is decreasing so where will the sector get its ‘pull through’ to PGT? Need more coming into UG study;
- As UG debt levels increase for undergraduates post 2015, may see decrease in mobility and increase in local study;
- Evidence of an improving employment market - why do further study?
- League tables may bring in UG students but no guarantee of student satisfaction;

<table>
<thead>
<tr>
<th>University</th>
<th>Times League Table 2015</th>
<th>Guardian League Table</th>
<th>NSS 2014 Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uni A</td>
<td>76</td>
<td>80</td>
<td>Joint 21</td>
</tr>
<tr>
<td>Uni B</td>
<td>51</td>
<td>27</td>
<td>Joint 8</td>
</tr>
<tr>
<td>Uni C</td>
<td>21</td>
<td>18</td>
<td>120</td>
</tr>
<tr>
<td>Uni D</td>
<td>43</td>
<td>41</td>
<td>Joint 3</td>
</tr>
<tr>
<td>Uni E</td>
<td>6</td>
<td>5</td>
<td>Joint 57</td>
</tr>
<tr>
<td>Uni F</td>
<td>2</td>
<td>2</td>
<td>Joint 8</td>
</tr>
<tr>
<td>Uni G</td>
<td>7</td>
<td>16</td>
<td>Joint 64</td>
</tr>
</tbody>
</table>

In 2014, 68 HE institutions were below the UK 86% benchmark. Included Russell and old 1994 Group Universities.
Quality Management of the Student Experience

William Edwards Deming (October 14, 1900 – December 20, 1993) was an American engineer, statistician, professor, author, lecturer, and management consultant.

Deming’s 14 Points on Quality Management is a core concept on implementing total quality management, is a set of management practices to help companies increase their quality and productivity.

1. Create constancy of purpose for improving products and services.
2. Adopt the new philosophy.
3. Cease dependence on inspection to achieve quality.
4. End the practice of awarding business on price alone.
5. Improve constantly and forever every process for planning, production and service.
6. Institute training on the job.
7. Adopt and institute leadership.
8. Drive out fear.
9. Break down barriers between staff areas.
10. Eliminate slogans, exhortations and targets for the workforce.
11. **Eliminate numerical quotas for the workforce and numerical goals for management** (so why so heavily relied on in HE?)
12. **Remove barriers that rob people of pride of workmanship, and eliminate the annual rating or merit system.** (so why so heavily used in HE?)
13. Institute a vigorous program of education and self-improvement for everyone.
14. Put everybody in the company to work accomplishing the transformation.

Student satisfaction engenders institutional loyalty (E Pollard, 2014)
- staying on for a PGT
- Encouraging friends and family
- Importance of delivering and managing student expectations

**Deliver what is on the tin!**

Complaints = damage to reputation and recruitment

‘UG are naïve shoppers whereas PGs are informed consumers’

E Pollard, IES, 2015

The Early Resolution Pilots initiative
Kingston, Aston, Sheffield, Huddersfield 2013

Pollard et. al, *Understanding mature entrants transitions to PGT study*, BIS (forthcoming)
‘Postgraduates are more likely than undergraduates to complain. 23 per cent of students in England and Wales study at postgraduate level, but postgraduate students account for 38 per cent of complaints to the OIA’.

**Total complaints received**
- Undergraduate 56%
- Postgraduate 31%
- PhD 7%
- Other 7%

**Most persistent theme is Academic Status**
- Progression between years
- Postgraduate outcome.
Summary

• Students lives are complex
• Student Experience is multi-dimensional
• Supporting transitions is applicable to all UG and PG in, through and out
• Do not silo students or unit functions
• Interlink and holistically manage
• Manage applicant, student, staff and employer expectations
• Get your product right and fit for purpose
• Know where you want to go!
Creating a better tomorrow

It is important to consider when shaping a new sustainable PGT landscape in the UK how it will impact on us socially, economically and politically.

USE NEW THINKING AND NEW IDEAS FOR NEW PROBLEMS!

‘We can’t solve problems by using the same kind of thinking we used when we created them’

Albert Einstein
Thank you for listening

Any questions?

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Author and Editor of www.improvingthestudentexperience.com
Creator of the Student Experience Transitions Practitioner Model

Editor and substantive contributor to Improving the Student Experience-A practical guide for universities and colleges (Routledge, 2012) and Supporting Student Diversity in Higher Education (Routledge, 2013)
References


Morgan, M (2011) Improving the Student Experience- the practical guide for universities and colleges, Oxon: Routledge.


