

Differences between entrants

Accessing learning material 2019/20 entrants

Access to learning materials by qualification -all sources

Main source of learning material

Type of material	All	A Level n=640	BTEC/ Level 3 n=206	Type of material	A Level n=640	BTEC/ Level 3 n=206
Handwritten notes from classes	82.7%	89.8%	68.7%	Handwritten notes from classes	26.7%	17.4%
A course text book	79.2%	91.3%	52.9%	A course text book	51.2%	23.9%
Accessing information from electronic sources outside a VLE	55.8%	57.7%	54.4%	Accessing information from electronic sources outside a VLE	8.1%	23.9%
Handout of book chapters and information	55.4%	63.4%	38.2%	Handout of book chapters and information	47.7%	3.9%
Information on the school/college VLE	52.9%	49.2%	64.5%	Information on the school/college VLE	8.0%	20.8%
Books in the school/college library	36.9%	35.3%	38.6%	Books in the school/college library	0.8%	8.1%

http://www.improvingthestudentexperience.com/library/covid19/Bridging_the_gap_between_secondary_and_tertiary_education-Morgan_2020.pdf

http://www.improvingthestudentexperience.com/library/covid19/Financial_concerns_and_working_intentions_of_incoming_Level_4_university_students_implications_of_C19.pdf



Understanding the changed landscape 2020/21

- Look ‘forward’ not ‘back’ – Pre-arrival & Continuation Academic Questionnaires.

<https://wonkhe.com/blogs/our-students-will-never-be-normal-again/>

Accessing learning materials in previous study in 20/21 LBU study

54% were not required to continue studying after March lockdown (62.3% A Level and 36.2% BTEC/Lev 3)

	Prior to lockdown	Prior to lockdown	Post lockdown	Post lockdown
	<i>All sources</i>	<i>Main source</i>	<i>All sources</i>	<i>Main source</i>
Handwritten notes	74.3%	27.6%	64.5%	20.3%
Course handbook	65.3%	27.6%	54.8%	16.5%
Info outside of VLE	54.7%	18.7%	66.1%	24.5%
Handouts from books	45.3%	5.0%	30.6%	4.9%
Info on the school VLE	46.2%	18.5%	79.0%	32.6%
Books in the library	27.8%	2.6%	8.1%	1.2%

<https://wonkhe.com/wp-content/wonkhe-uploads/2021/02/LBU-PAQversion-final-160221.pdf>

- Experience of 19/20 and 20/21 entrants will not be the same.
- Understanding of skills achieved due to the pandemic that are not assessed!



Concerns about starting university in 19/20

A level top 8 concerns	n=641	BTEC/Lev 3 top 8 concerns	n=259
Coping with the level of study	57.0%	Coping with the level of study	53.7%
Fitting in with new class mates	47.7%	Fitting in with new class mates	42.9%
Getting used to moving away from home for the first time	44.8%	Lack of confidence about ability to study	39.0%
Lack of confidence about ability to study	40.8%	Getting used to moving away from home for the first time	32.8%
Lack of information about how to study at university	38.8%	Getting on with fellow students	30.5%
Getting on with fellow students	34.1%	Lack of information about how to study at university	27.4%
Concerns about getting into debt	30.8%	Concerns about getting into debt	25.1%
Sufficient funding	22.5%	Sufficient funding	25.1%

Top 5 university support services

- *academic support* 49%
- *careers and employment* 47%
- *sports facilities* 46.4%
- *health and wellbeing* 43.7%
- *financial advice* 28.5%

By highest qualification

Sports facilities

A-Level 48.1%
BTEC/Lev 3 39.4%

Careers and employment advice

A-Level 48.9%
BTEC/Lev 3 40.2%

Additional learning support

A-Level 8.3%
BTEC/Lev 3 15.4%

Accommodation in 2019/20

Type of accommodation	Male	Female	A-level	BTEC/Lev 3
Staying at home and attending University	12.8%	22.3%	13.2%	29.9%
Staying local but moving into university accommodation	11.9%	5.9%	9.7%	6.8%
Staying local and moving into private rented accommodation	2.9%	2.2%	1.7%	2.0%
Moving into the area and into university accommodation	64.7%	62.3%	70.4%	54.6%
Moving to the area and into private rented accommodation	7.2%	6.4%	5.1%	6.0%
Other	0.5%	0.9%	0	0.8%

In the UK, around 25% of students remain in their family home and it is set to rise in the UK to 50% by 2020 (Pokorny et al., 2016)

BTEC students tend to come from disadvantaged backgrounds, neighbourhoods with substantially less university participation, more likely to be first generation students who will have no family knowledge of studying at university, more likely to come from an ethnic minority background and nationally have a higher non-retention rate in HE than 'A' level students and non-completion rates are higher for those from the lower socio-economic groups.

BTEC students are less likely to progress to higher tariff universities and Russell Groups compared to those undertaking 'A' levels.

Impact on engagement and attainment

- Avery et al., 2019 (B.Avery@kingston.ac.uk)

