

Activity name	Tranche 7 Choosing a Degree Course
Date	September 2022 to July 2023
Total number of students	3584
Total number of target students	538
Institutions involved <i>* Institutions that completed surveys</i>	Arts University Plymouth *Bridgwater and Taunton College, City College Plymouth, Coombe Dean School, *Cornwall College, *Discovery College, *Exeter College, Holyrood Academy, Petroc, *Queen Elizabeth's School, Sir John Hunt Community Sports College, South Devon College, *Stoke Damerel Community College, *Strode College, Teign School, Teignmouth Community School, The Blue School, The Ilfracombe Church of England Academy, Torquay Academy, *Truro and Penwith College, *Yeovil College

Introduction

The Choosing a Degree Course session, aimed at post-16 students, is a one-hour workshop or twenty-minute assembly, consisting of a mixture of activities including a quiz, tutor instruction, discussions, SMART action planning, and signposting. It is designed to provide students with information about factors that can be considered when selecting HE study options. In exploring these elements, and through learning how to conduct appropriate research, students grow to understand how to identify HE routes that are right for them and why. Throughout the session there is a strong emphasis on the decision-making process and supporting students to make well-informed choices; choices which will contribute positively to their own future goals and plans. The workshop aims to address the barrier to HE progression of a lack of knowledge of HE.

The target for these workshops was to increase student's understanding of HE pathways and personally relevant options for 80% or more of participants. The sessions were evaluated using post-activity evaluation surveys, including quantitative and qualitative questions.

Results

Figures 1-4 show the response rates for these surveys.

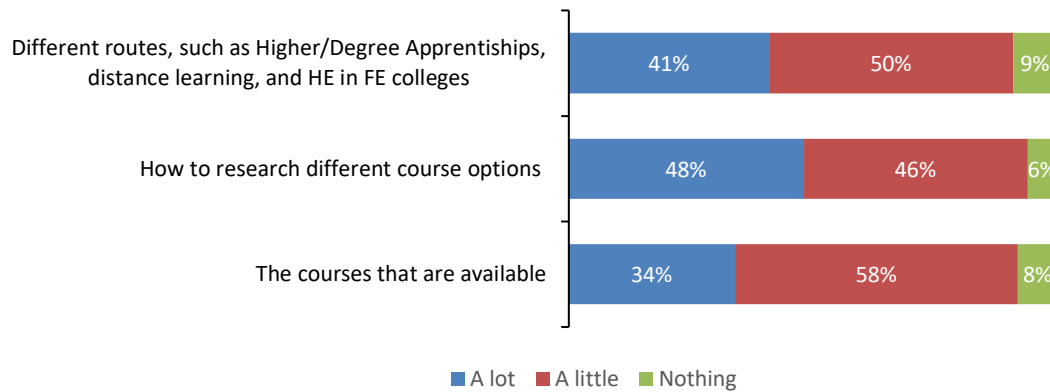


Figure 1. Students' understanding of different HE routes and courses after taking part in the workshop.

The data suggests that following the workshop, over 80% of student's reported knowing a lot or a little about the different routes to HE and courses.

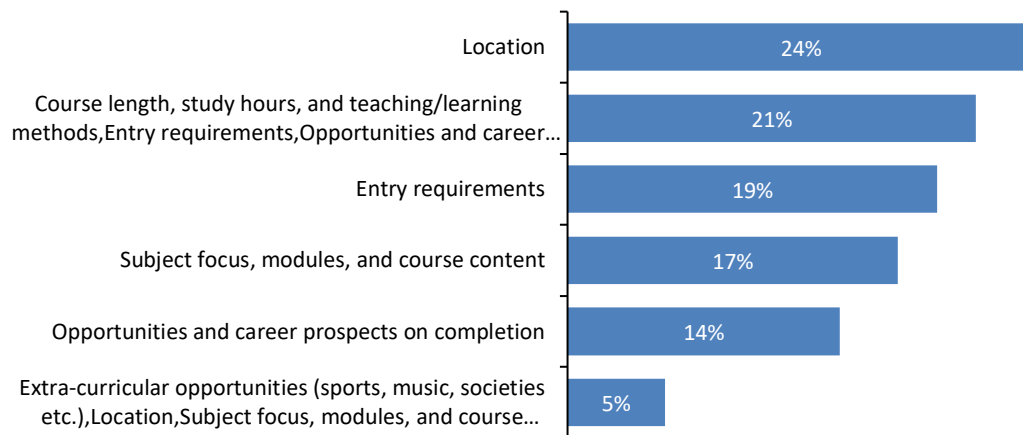


Figure 2. Factors students considered most important when choosing a degree course (the percent of students who provided a response, not the percentage of all the responses).

The workshops were effective in giving students the opportunity to reflect on what they feel are the most important factors to consider when choosing a course.

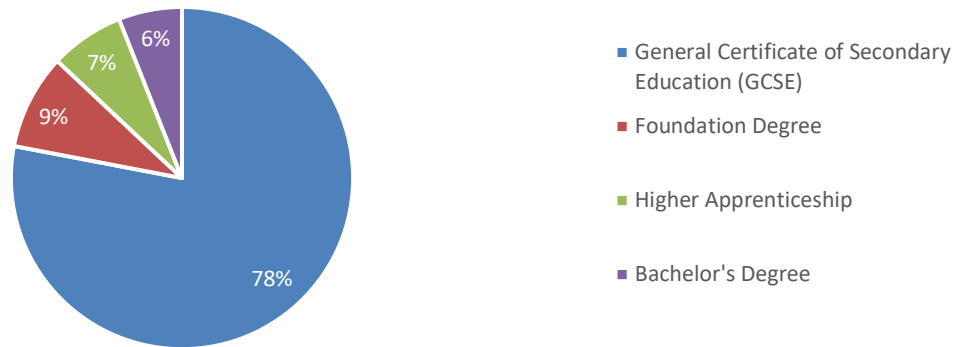


Figure 3. Student responses to 'Which of the following is NOT a degree course or qualification?'

The workshops have increased students' ability to identify which courses are degree-level.

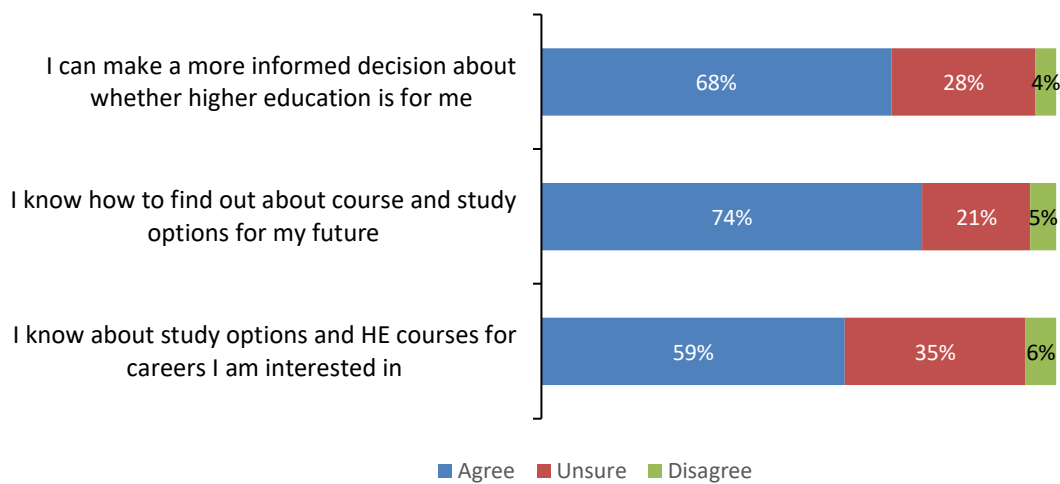


Figure 4. Students' levels of agreement to statements about personal options following the workshop.

The workshop encouraged students to think about their personal options to help inform their choices.

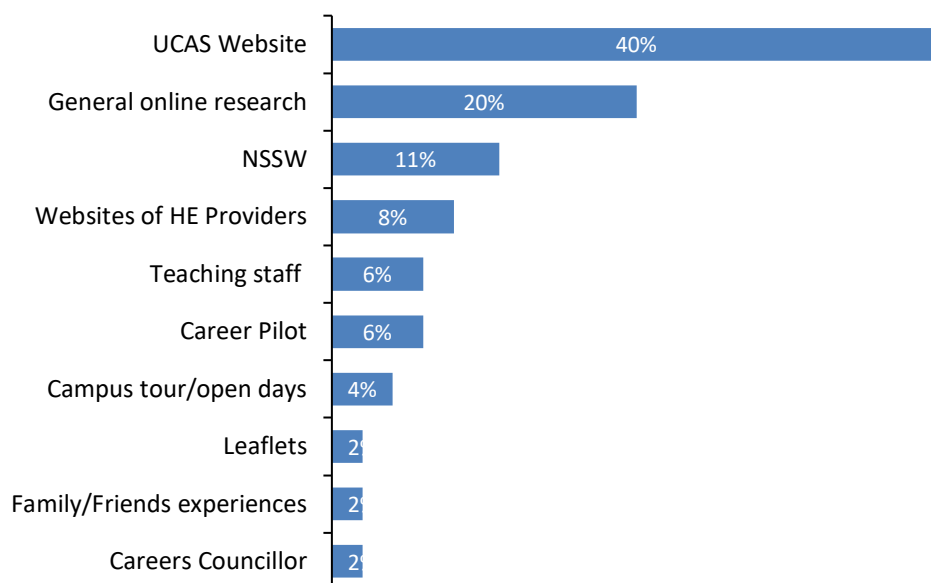


Figure 5. Students’ examples of sources of information that could help them choose an HE course.

The workshop helped students to identify different sources of information that could help them decide on what is best for their future.

Outcomes Achieved

Table 1. Choosing a Degree Course – Outcomes achieved in T7.

Barriers to HE progression	Short-term outcomes and targets	Indicators	Evidence
<i>Knowledge of HE</i>	Increased understanding of HE pathways and personally relevant options for ≥ 80% of students	Students are able to identify different HE routes and relevant options for them	91% of students knew about the different routes, such as Higher/Degree Apprenticeships, distance learning and HE in FE colleges – Achieved 59% of students agreed that they knew about study options and HE courses for careers they are interested in – Not achieved

Conclusion

The target of students learning about different pathways exceeded the desired outcome of 80% (91%). The percentage of students demonstrating ‘increased knowledge of study options and HE courses for careers’ did not increase to our target of 80%, (59%). However, the



evidence shows that the overall impact of the workshops has been positive and helped to address the students lack of HE knowledge which may have been a barrier to HE progression.