
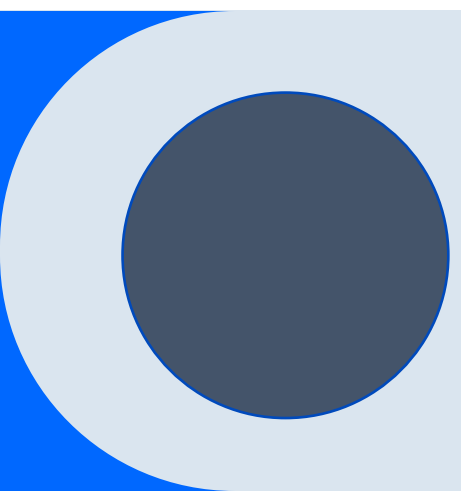




Exploring level 5 student's lived experiences of the barriers to their progression and attainment



Dr Emma Whewell and Lee Waters
University of Northampton

Aims and Outcomes

Introduction to us and the project

Our student body

Our student's stories

Using their stories

Thinking about your own setting

Summary



[Padlet Link](#)

Who are we?

Dr Emma Whewell

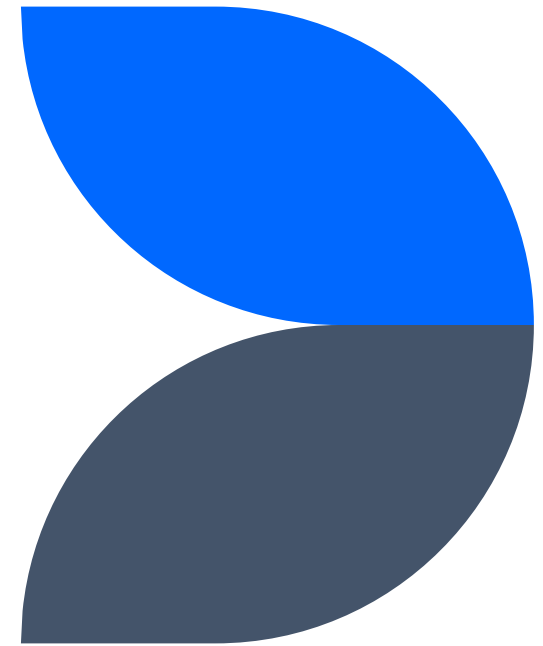


Lee Waters



The University of Northampton

The rationale...



The project aims

To explore the range of student characteristics across the sport and exercise subject area

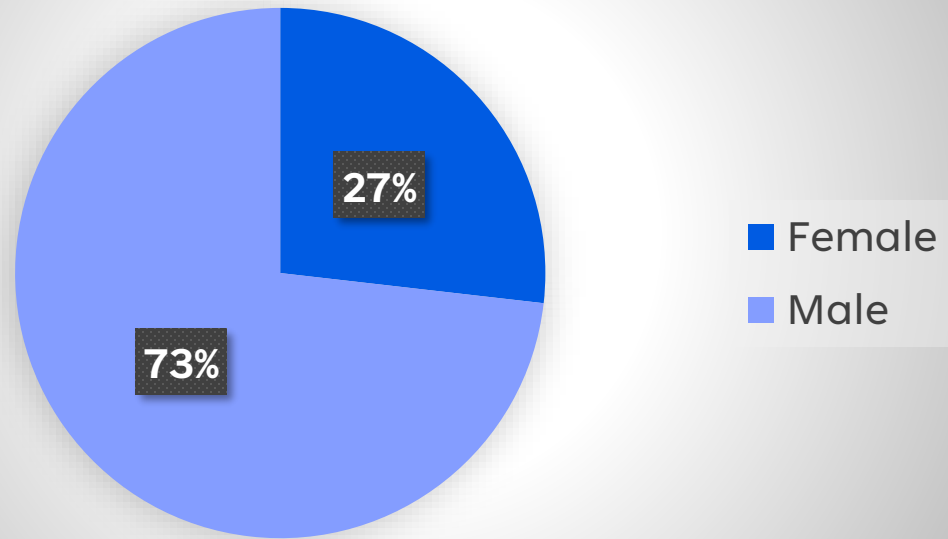
To investigate the lived experiences of level 5 sport and exercise students and their interpretations of barriers to progression, retention and completion in their subject area.

To evaluate, using case studies, opportunities to reduce the impact and perception of these barriers.

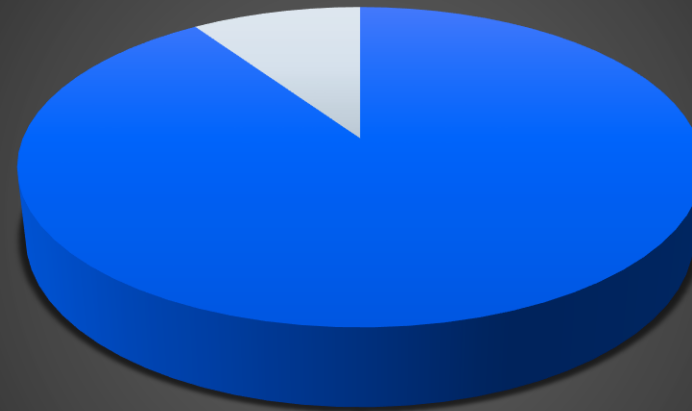
Who Are Our Students?



Level 5 Total 179



Age

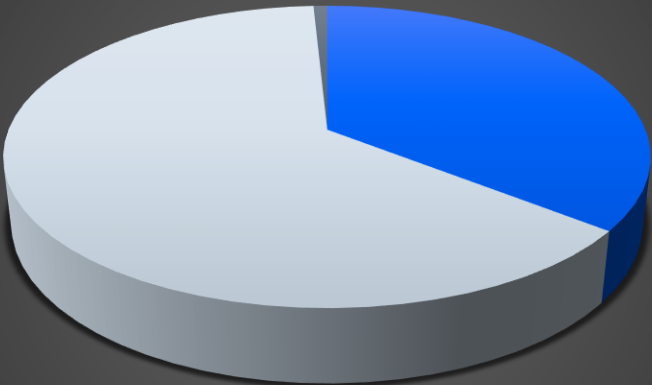


Under 21 21 +

Who Are Our Students?

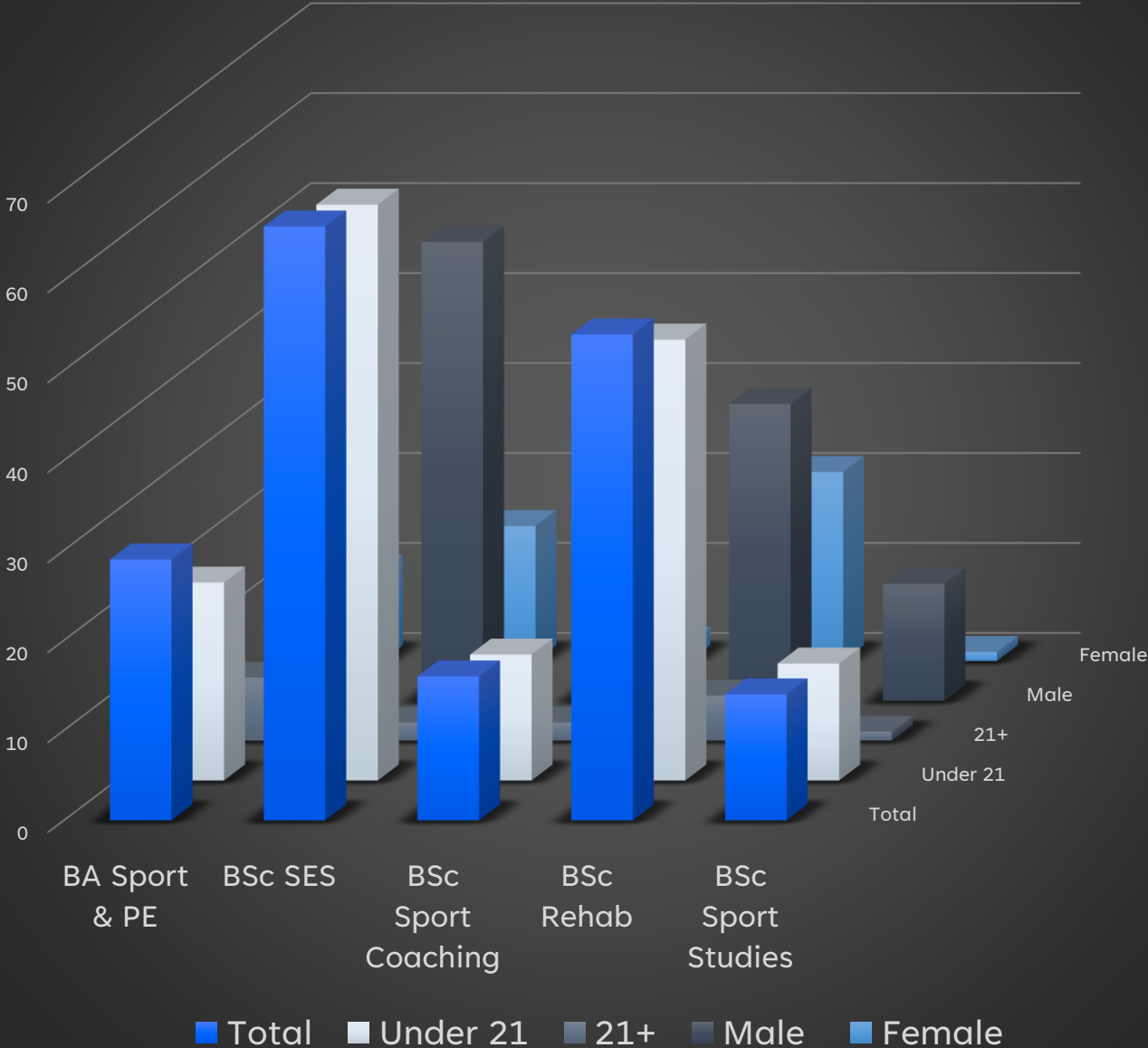


Route to UoN



■ A-Level ■ BTEC ■ Other

Course Breakdown



The sample

15 level 5 Sport and exercise students

2 females 13 males

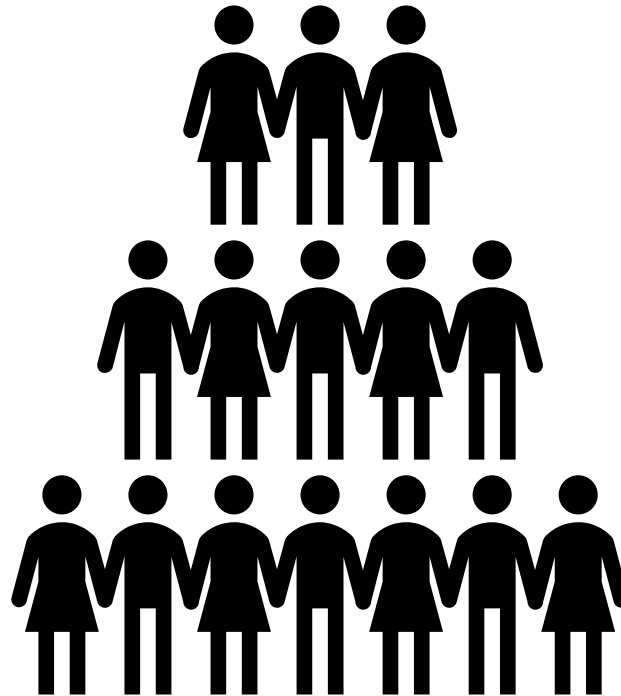
Range of educational backgrounds and experiences

Aged between 19 and 24

9 local students

13 first in their family to go to university

All have BTEC Sports



Two of the students have restarted the course they are undertaking either from other programmes or another institution.

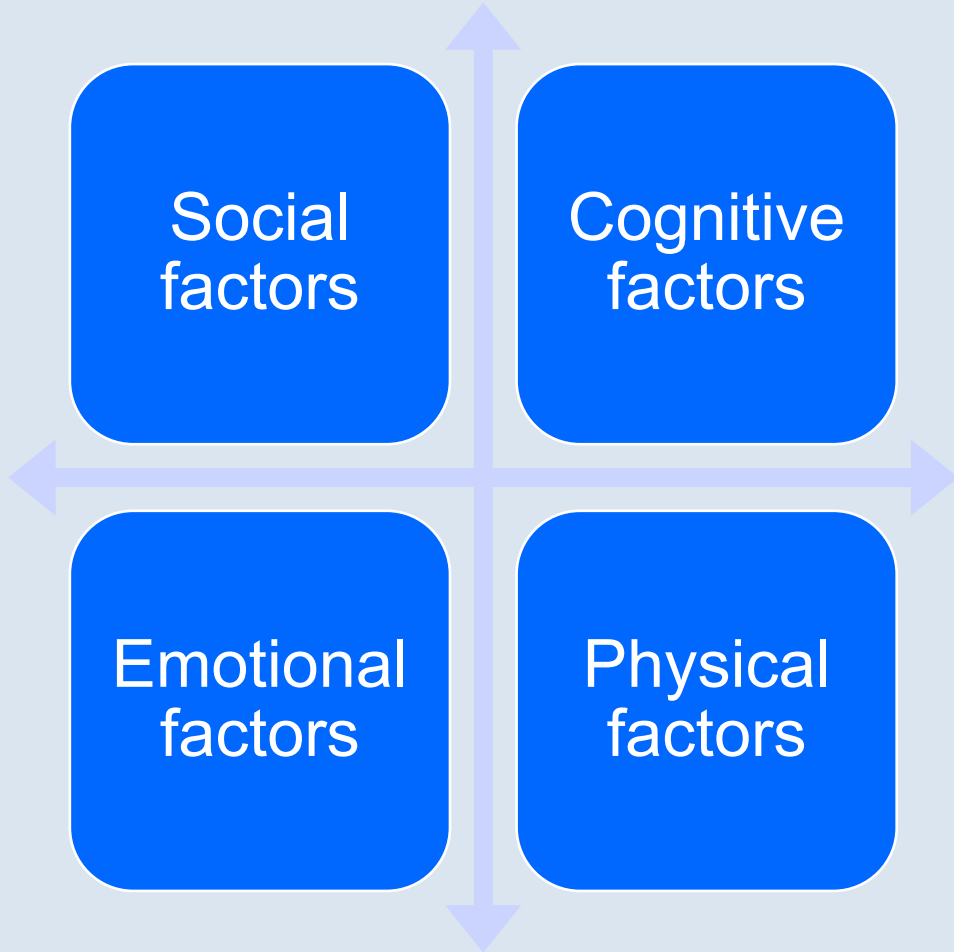
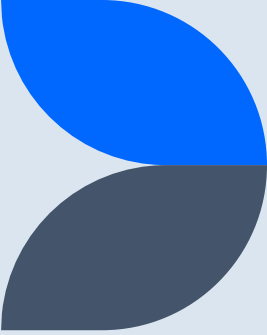
Two of the participants have been diagnosed with dyslexia, whilst two come are identified as being GEM.

Lets have a look at the vignettes



[Padlet Link](#)

Use the headings below to scaffold your discussion.



You will be in a break out room
You will have a student each
Add your groups feedback to the Padlet

What challenges are there?

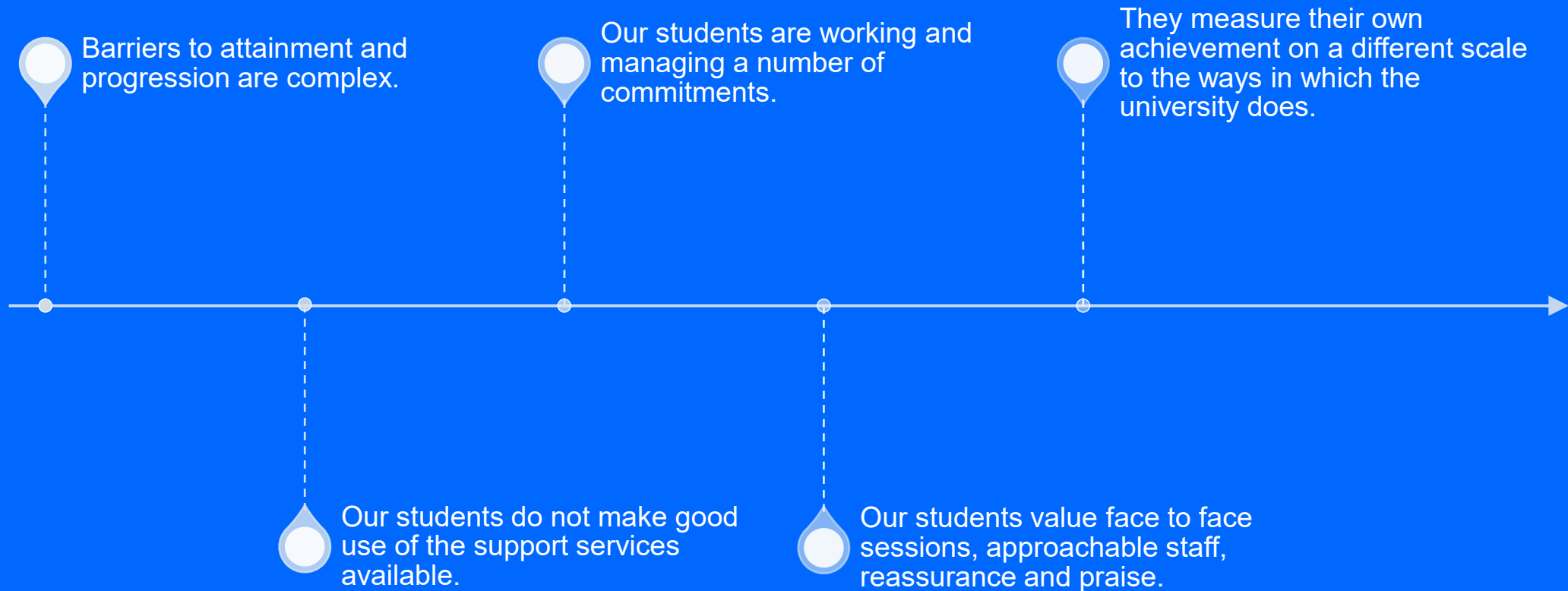
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Your feedback and observations

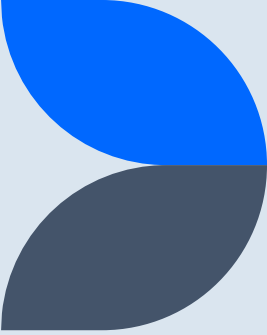
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Our findings



[Padlet Link](#)

Thinking about your own setting...



1

Recruitment

What lessons can you use to inform recruitment practices?

2

Induction

What lessons can you use to inform induction and transition activities.

3

Progression

What lessons can be used to support continuation and progression?

[Padlet Link](#)



Next steps

Targeted interventions

Progression and Continuation Lead

Student Mentoring Lead

Personal and Academic Tutor Lead

Greenlighting strategies

Refresher week

Accompanied appointments

Culture of no assumptions



Questions and feedback

**Thank you for listening
and taking part**



Thank you

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