
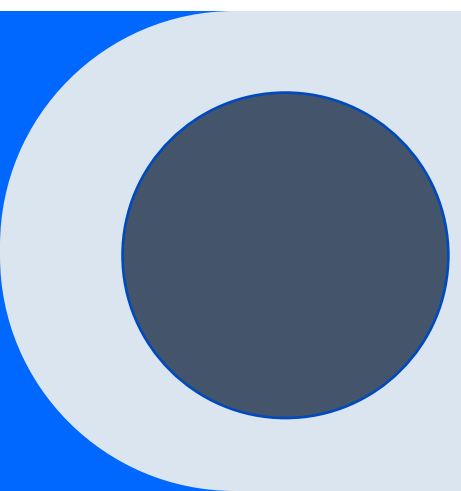




# **Exploring level 5 student's lived experiences of the barriers to their progression and attainment**



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University of Northampton

<https://tinyurl.com/bdcu5edt>

# 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



# Who are we?

Dr Emma Whewell

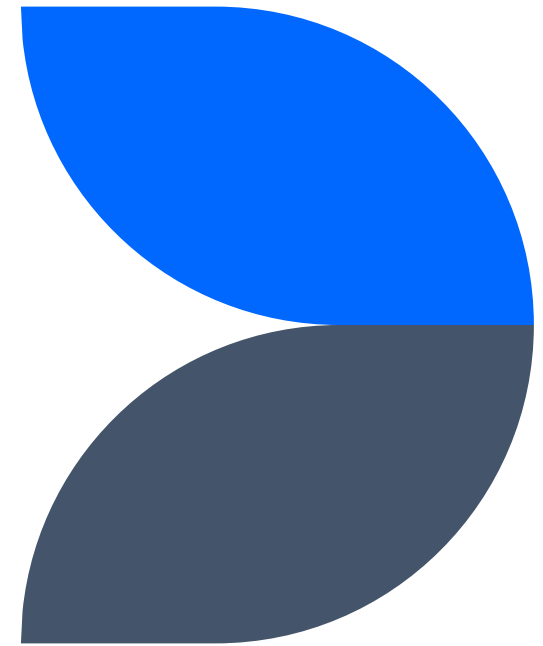


Lee Waters



# 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.

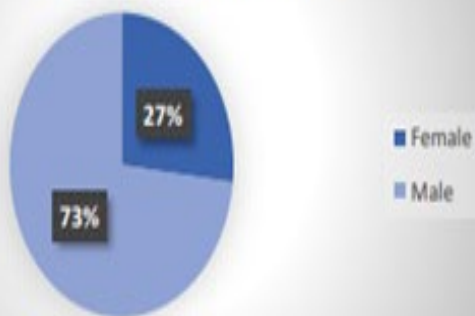
To evaluate, using case studies, opportunities to reduce the impact and perception of these barriers.



Understanding level 5 sport and exercise student's perspectives of the barriers to progression and attainment at

**UoN**

Level 5 Total 179



**University of Northampton**

Age



Ethnicity



White Black Other / Mixed Asian

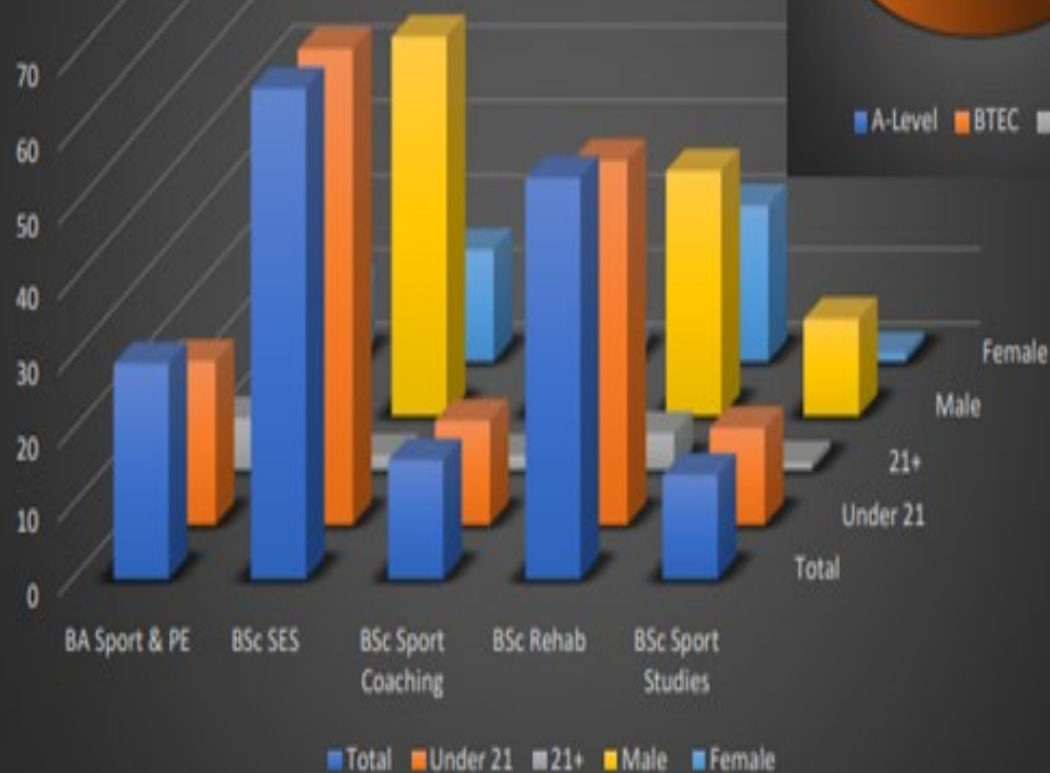


Course Breakdown

Route to UoN



A-Level BTEC Other



# The sample

15 level 5 Sport and exercise students

2 females 13 males

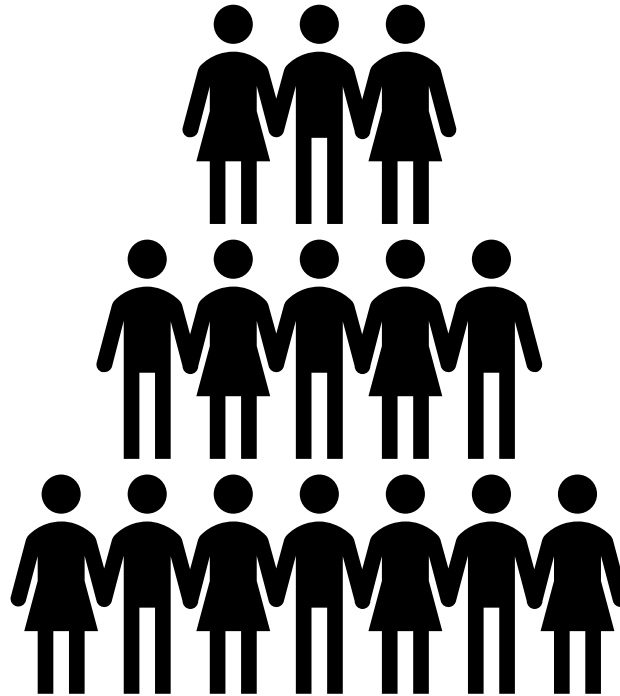
Range of educational backgrounds and experiences

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.

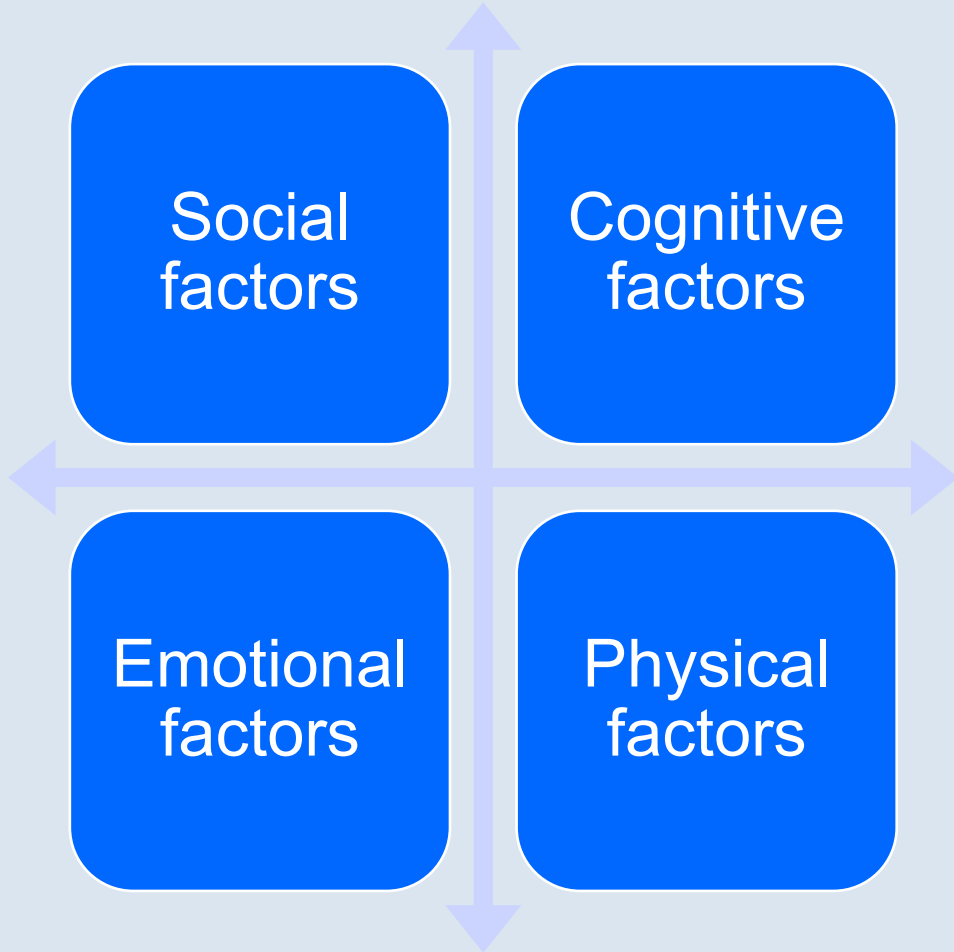
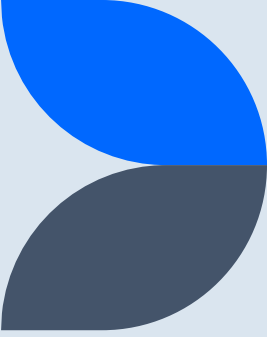
Two of the participants have been diagnosed with dyslexia, whilst two come are identified as being GEM.

# Lets have a look at the vignettes





# 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

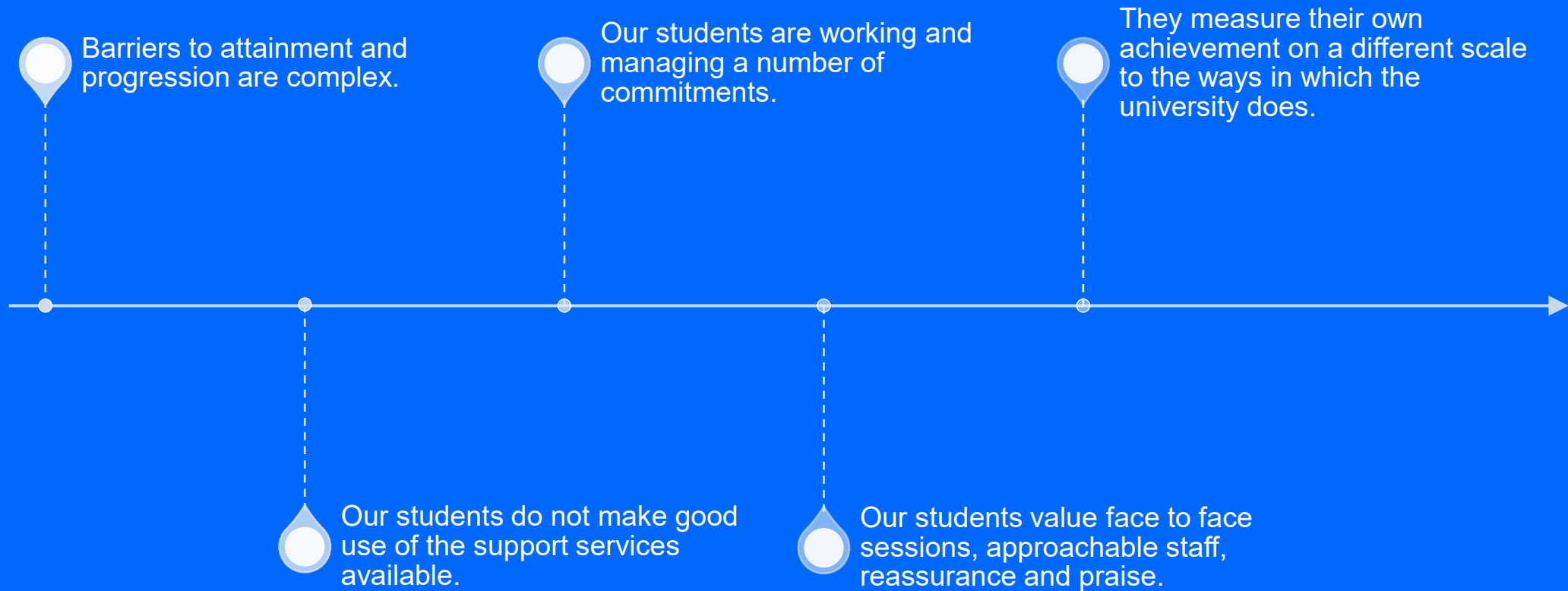
## What challenges are there?

“

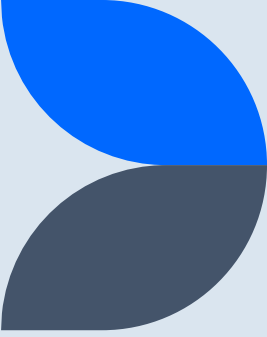
Your feedback and observations

”

# Our findings



# 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?



# 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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