The impact on BTEC students of different subject-specific approaches to teaching and learning.
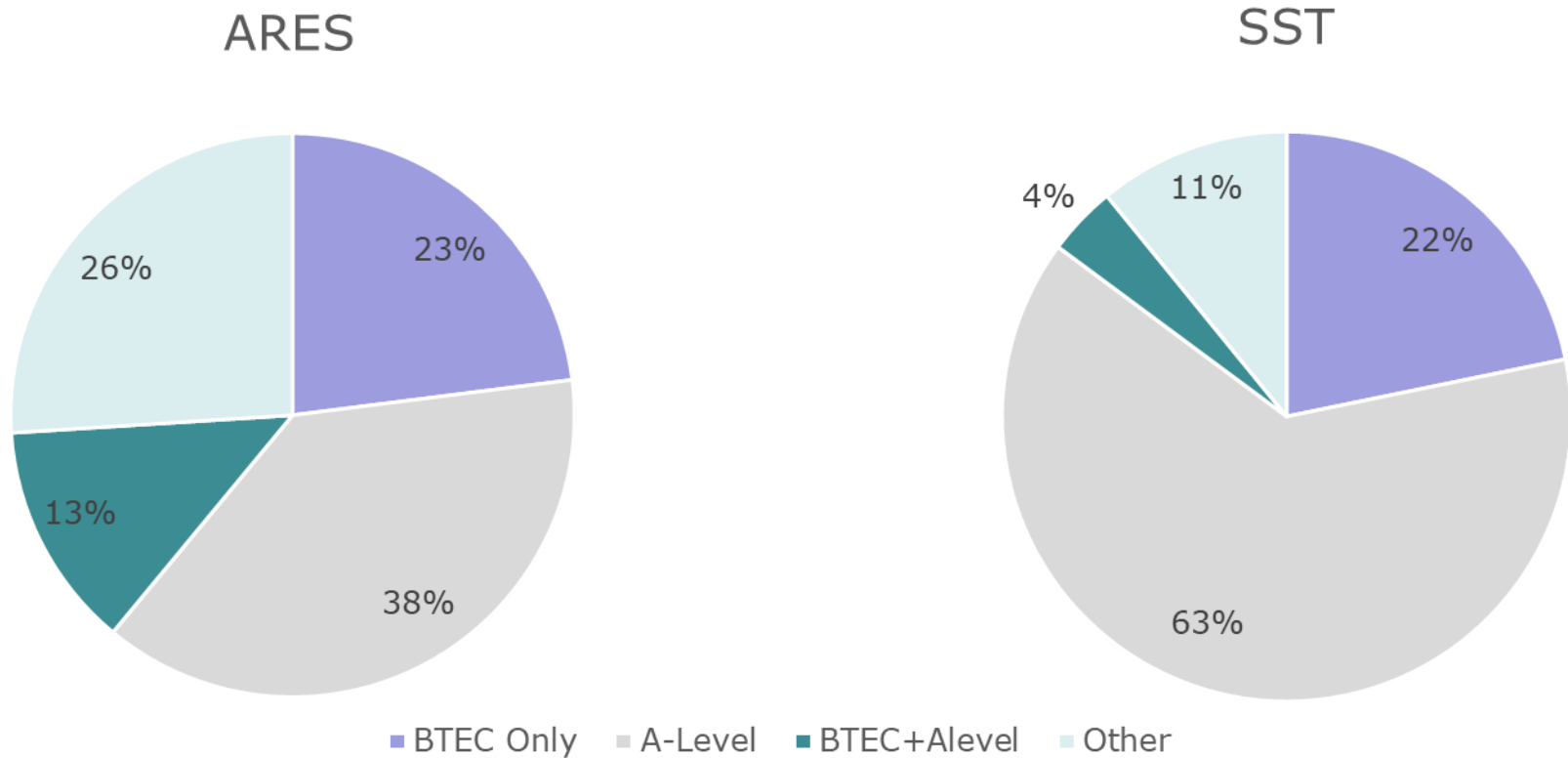
Do you know your student cohort?

What is the percentage of BTEC students that make up your School / Course?

Where could you find this information from?

Why is this important to know?

NTU

Compositional Data (2017/18)

ARES

- 23% — BTEC Only
- 38% — A-Level
- 13% — BTEC+Alevel
- 26% — Other

SST

- 22% — BTEC Only
- 63% — A-Level
- 4% — BTEC+Alevel
- 11% — Other

Legend: ■ BTEC Only ■ A-Level ■ BTEC+Alevel ■ Other

NTU

ARES and SST progression data

Entry Route	2014 / 15		2015 / 16		2016 / 17	
BTEC	77%	60%	81%	56%	74%	55%
A-Level	88%	81%	91%	85%	88%	88%
Pre-entry route gap	11%	21%	10%	29%	14%	33%

NTU

ARES and SST attainment data

Entry Route	2014 / 15		2015 / 16		2016 / 17	
BTEC	47%	33%	67%	35%	51%	34%
A-Level	79%	63%	78%	65%	76%	69%
Pre-entry route gap	32%	30%	11%	30%	25%	34%

NTU

BTEC Transition Research

• Qualitative research via semi-structured focus groups

   - A-level and BTEC-only (SST)

   - First-year UGs studying at Brackenhurst campus who had all previously studied a BTEC at Brackenhurst

• Research themes:

   – Study skills support in FE
   – Additional support provision in FE
   – Access to additional academic support in HE
   – Strengths and difficulties during first UG term
   – Support required moving forward into second term

Preparedness

- Regular assessments
- Practical elements
- HE preparation workshops
- Sense of belonging
- Diagnostic testing
- Investigative projects
- Physics Courses

Challenges

- More independent learning
- Less assessment support
- Higher-level writing
- Exam difficulties
- Referencing skills
- Maths content

Further Support

- Academic culture in FE & HE
- Time management
- Motivation
- Employability-related skills
- Maths anxiety

NTU

In your groups, discuss the following questions (3 minutes per question)

How can we create opportunities to support academic referencing within the curriculum?

What good practice is currently used to support students in preparing for and answering examination questions?

NTU

ARES - Assessment Type: A-level vs BTEC

Course	Module Code	Entry Qualification	No of Students	% with a 1st or 2:1 grading
Course 1	ANIM10042	A-Level only	7	66.70%
		BTEC only	13	30.80%
		Mix of A-Level & BTEC	5	20.00%
		Other Qual Type	10	20.00%
	ANIM12103	A-Level only	7	80.00%
		BTEC only	13	53.00%
		Mix of A-level & BTEC	5	80.00%
		Other Qual Type	10	50.00%
	ANIM20251	A-Level only	16	87.60%
		BTEC only	14	21.40%
		Mix of A-Level & BTEC	3	0.00%
		Other Qual Type	8	71.40%
	ANIM22101	A-Level only	16	100.00%
		BTEC only	14	50.00%
		Mix of A-level & BTEC	3	0.00%
		Other Qual Type	8	85.70%

- Across 5 courses in ARES, BTEC pre-entry students performed as well or out-performed A-level students **in only 3** modules **(out of 32)** assessed by examinations.

SST - Assessment Type: A-level vs BTEC

Module code	Entry qualification	% progressing	% with 1st or 2.1 grading
Term 1 Level 4 module - cwk	A level only	99%	81%
	BTEC only	72%	21%
Term 3 Level 4 module - cwk	A level only	94%	39%
	BTEC only	92%	13%
Term 3 Level 4 module - exam	A level only	96%	74%
	BTEC only	72%	28%

How can academics be encouraged to support the development of academic writing skills within their curriculum?

How could collaborative opportunities be used within your School to engage BTEC students?

Student support

- Preparing for Higher Education at NTU workshops
  - The role and expectations of a HE student
  - How to get the best results in HE
  - Bespoke tutorial groups (and schemes of work)

- Targeted workshops for all 1st year BTEC pre-entry students

- Enhanced understanding on assessment matrix criteria

- Academic irregularities NOW learning page

Staff support

o Module data analysis by assessment

– To review all exam practices across the School, and identify a clear rationale for their use
– To review the provision of exam feedback to students (2018/19)

o FE & HE staff collaboration / observations / exam workshops

- Nottingham College liaison

o Quantitative analysis

- embed LLR in Scale-up(ish) sessions and maths anxiety support

o BTEC Primer Pack to support good practice

https://rise.articulate.com/share/3g4ZiuV_2sHSwc9CPfB9ENgQmdiWG-z2

Postcard Commitment:

- Based upon the ideas we have shared around supporting BTEC students, which of these could you use in your own area? Commit yo'self!

Any questions?

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