

A non-deficit approach to BTEC students in supporting transition into Higher Education: an evaluation of a peer mentoring programme.



Rosalind Lord

Learning Development Lecturer



A non-deficit approach to BTEC students in supporting transition into Higher Education: an evaluation of a peer mentoring programme.

- The Learning Development Lecturer's role & the peer mentoring model
- Evidence of effectiveness
- Challenges



Embedded peer mentoring

- The Learning Development Lecturer's (LDL) role:
 - Embedded learning support: a 'non-deficit' approach which includes peer mentoring
- 1 programme:
 - 83 Level 4 mentees:
 - 46% BTEC
 - 29% A Level
 - 15 Level 5 mentors:
 - 47% BTEC
 - 40% A Level

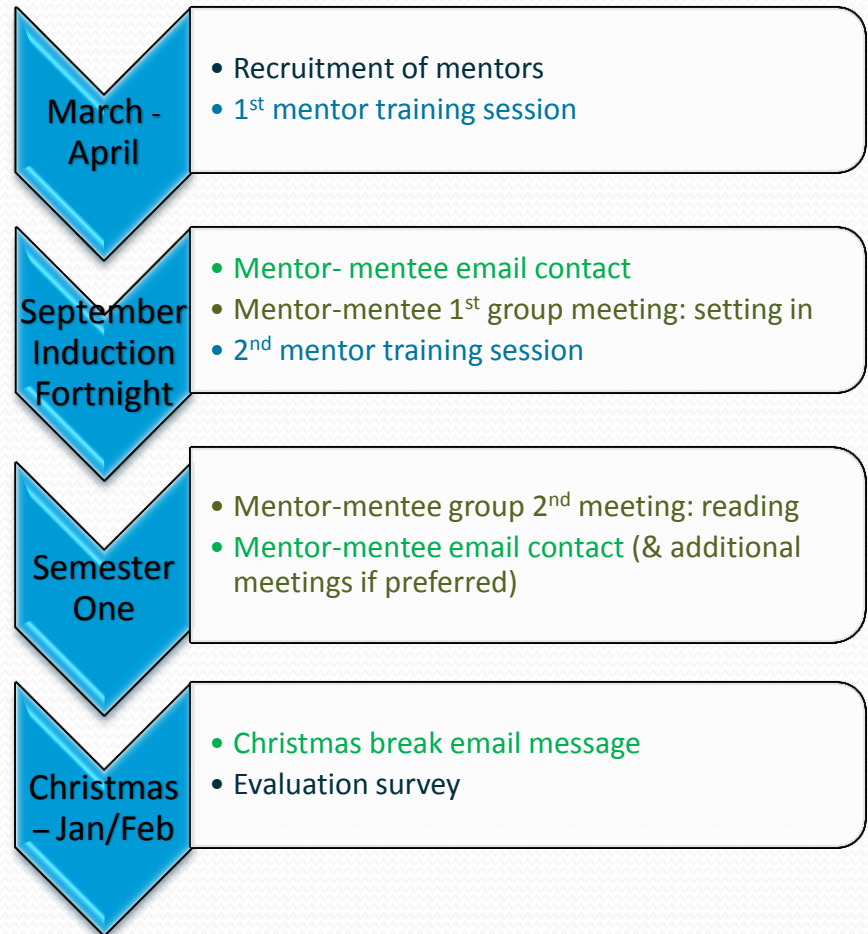
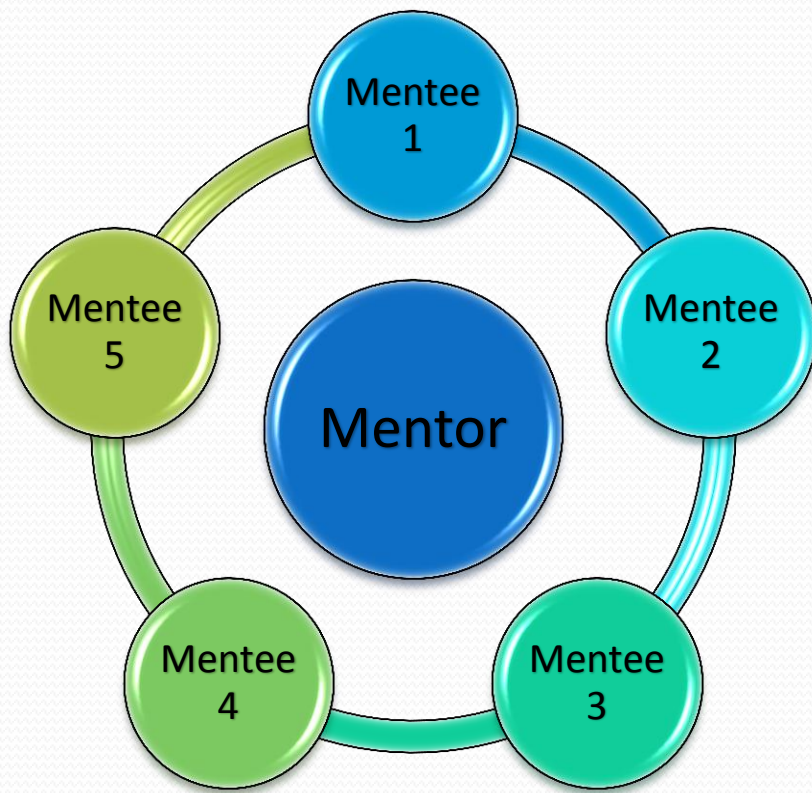


Aims of the transition model

- Mentees:
 - Inclusivity: opt-out model
 - **Settling in: risk factors** ⇒ (Retention)
 - **Academic transition: reading** ⇒ (Achievement)
- Mentors:
 - Employability & personal development
 - Minimum time commitment due to existing external commitments:
 - 55% jobs > 11 hours/ week
 - 18% jobs > 20 hours/ week



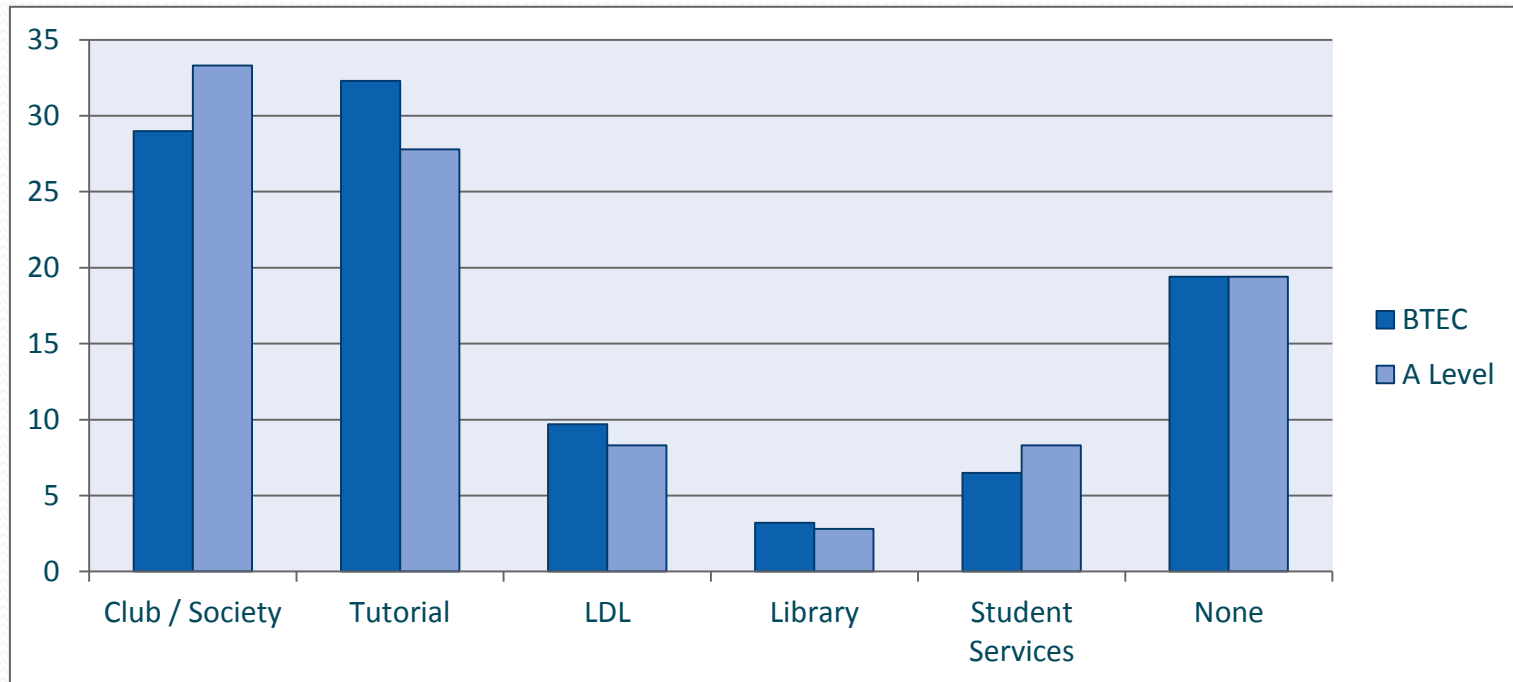
The opt-out transition model





Evidence of effectiveness: settling in

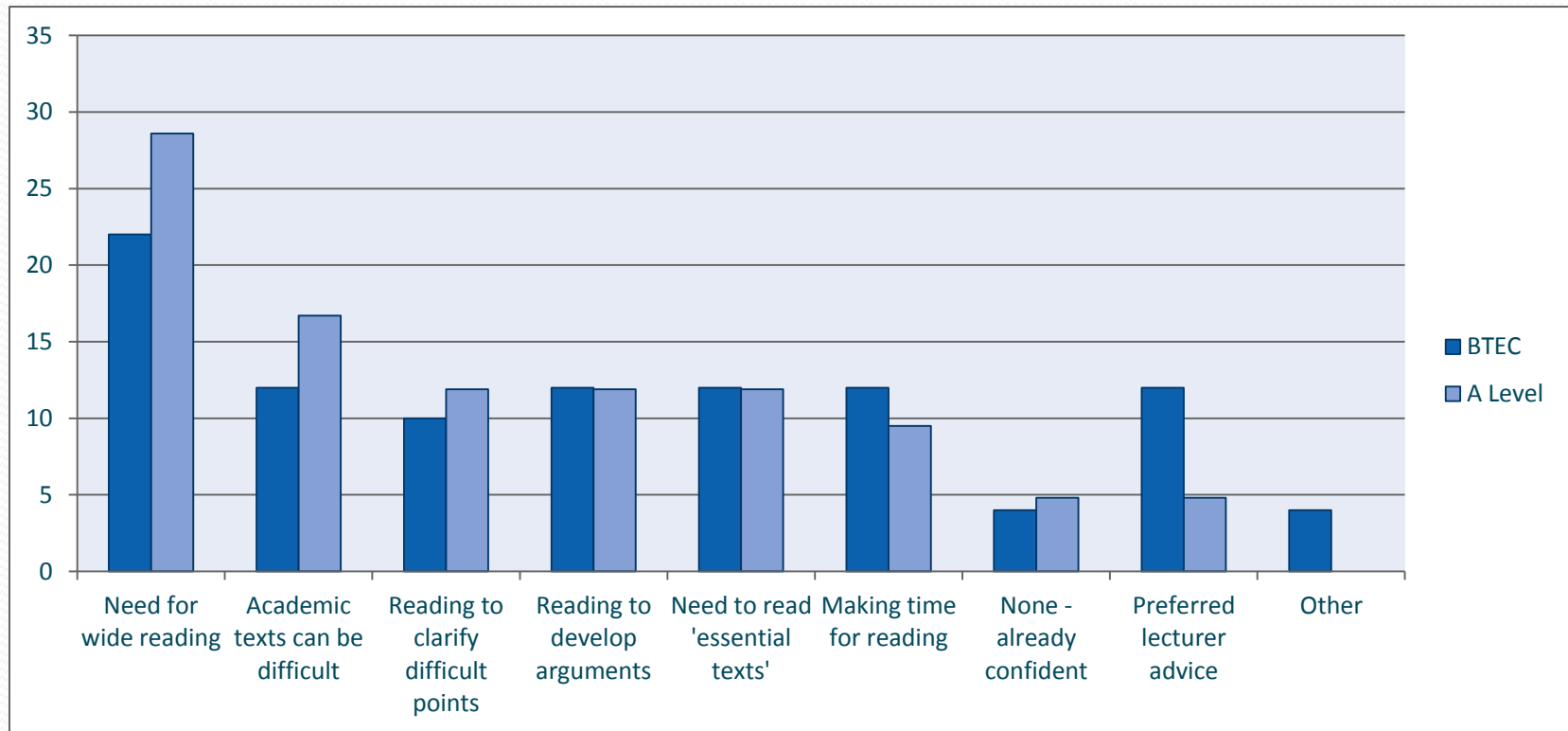
- Survey data mentees: 59% response rate
 - 47% BTEC
 - 45% A Levels
- Services used (%):





Evidence of effectiveness: academic transition

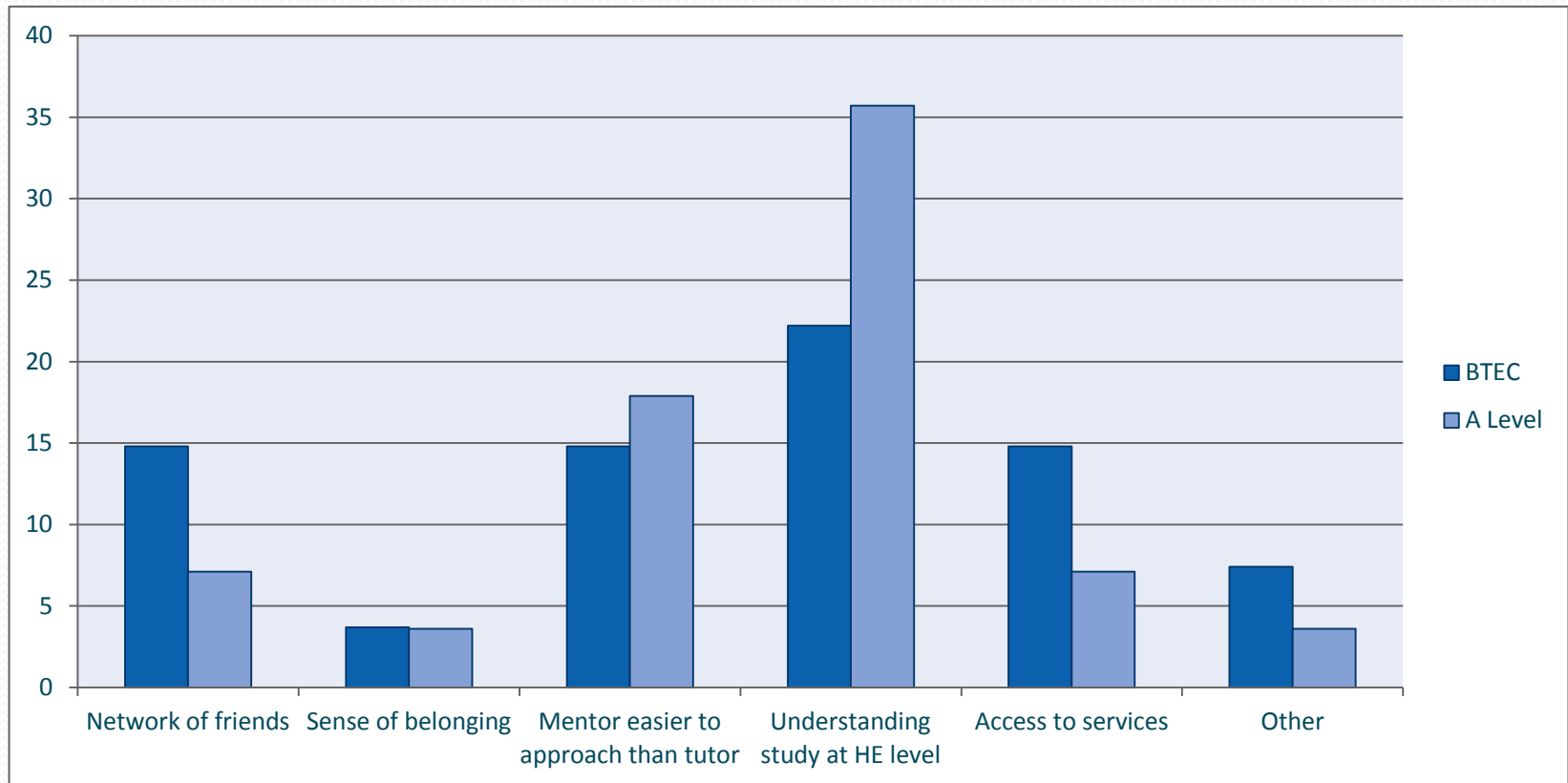
- Reading advice received by mentees (%):





Did mentees value peer mentoring?

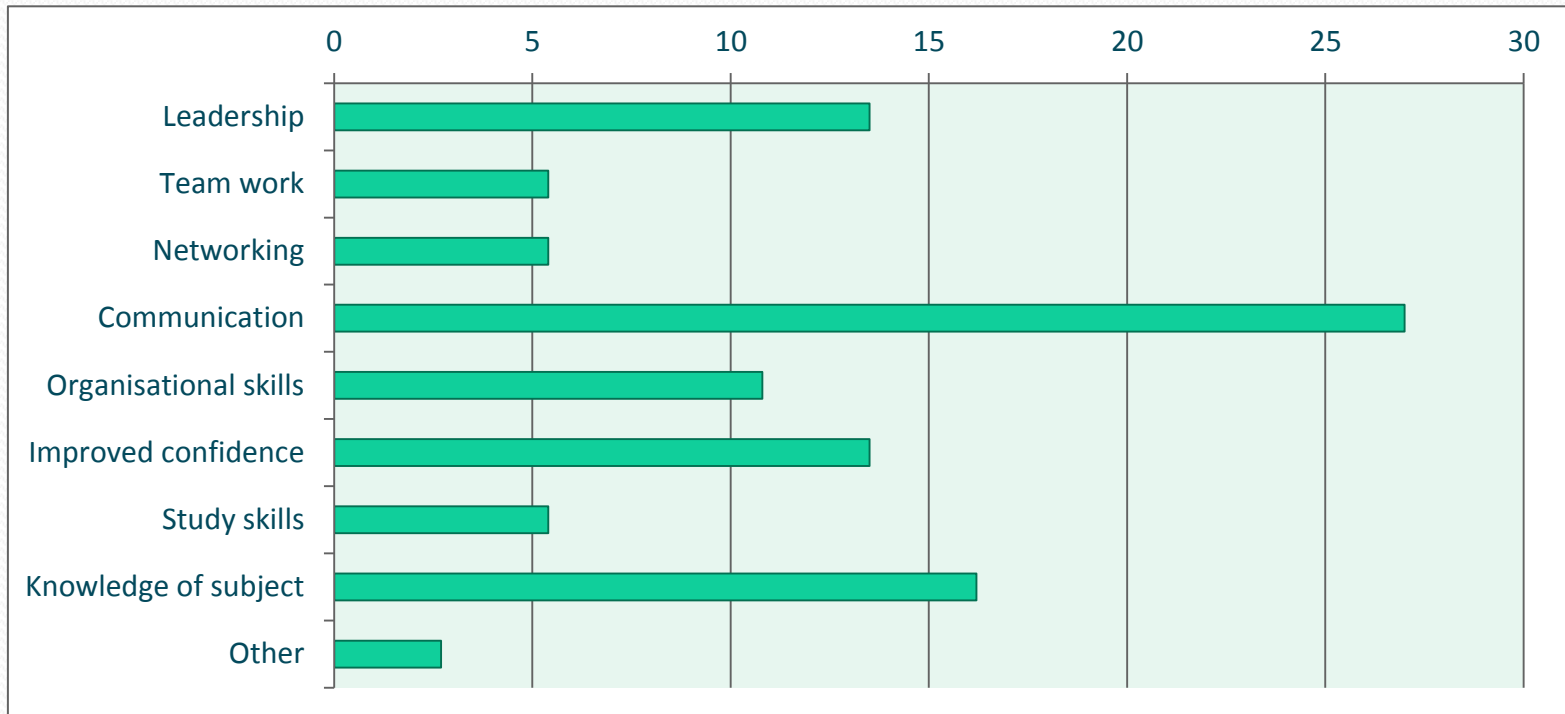
- 74% BTEC & 75% A Level
 - Benefits (%):





Did mentors value peer mentoring?

- 100% mentors
 - Skills gained (%):





Challenges

- Data: retention & achievement

Withdrawn students	
1 st March 2016	1 st March 2017
20%	13%

- Challenge barriers to learning:
 - Descriptive data = evidence of mentors' & mentees' academic experience