

These notes were made at the first meeting of staff from Beauchamp College English Department and University of Leicester's English 'Department' (now School of Arts), 24 May 2017

### Future Work

- i) A meeting for all at Beauchamp College in the autumn
- ii) Creation of email list to facilitate 'classroom shadowing'/lesson observation.
- iii) Advice about transition – invite T2 (secondary teacher) to UG induction, T3 to advise A level students about prospects at University.
- iv) EN1010 Reading English – convenor (Felicity) to invite Lisa, who has taught on the module, to advise about matching with student experience/capabilities, Mark to use this as case study to be made available to other departments through the UoL Schools/Transition project.

### Differences between Sixth Form and University education

#### A Level

#### Undergraduate

Homework follows a class on x (not always)

Reading precedes seminar

Teacher helps with drafts of assignments

Student writes alone

Work with 'Model answer'

As many answers as there are students

Teacher knows your name

Anonymity

Specifications, LOs, criteria foregrounded

Tacit/hidden curriculum

Half-termly reports on student progress (outcome oriented)

Personal tutors not qualified to advise academically across programme of study?

Frequent formative assessment

Absence of formative assessment

A level gets least investment from teachers

Investment goes into third year

Children/students

Adults/students

Teacher is ally, exam board is enemy

Lecturer and examiner in the same person

### **Notes from 'difference engine' plenary**

Regulated instruction versus 'independent learning', 'spoon feeding'

Mixed ability [variations in cultural capital?]

School ethos has impact on student independence

Spoon feeding for job security

Telling a student to take responsibility....

Students have a right to know the rules (e.g of assessment)

### **Curriculum Review Checklist (Rawlinson and Rooney, 2016)**

Do you know exactly what it was in your students' approach to studying at A level that enabled them to be successful enough to be admitted to your programme?

Now that students are expected to learn independently of their teachers, what is that their teachers did that they now have to do for themselves?

Students are moving from a results-driven environment to one in which 'the first year doesn't count' – how will this impact on their approach to study?

How do you enlist your students' desire to escape from the tyranny of GCSE and A Level Mark Schemes?

Until recently, your first-year students did some homework. Now they are away from home, and no-one is setting work regularly – how do you anticipate they will respond to this?

How do your students learn the academic expectations and tacit customs of your department?