

Supporting BTEC students

STEPS Programme (Success in Transition, Enablement and Progression)

Zoe Ollershaw and Joan Upson



In our presentation we aim to:

Explain why we introduced STEPS

What we considered in beginning to design STEPS

Explain what STEPS will include

Why STEPS? (1)

An over-representation of students that fail first year modules with A-level equivalent qualifications;

differential attainment and progression group

Struggle with senses of belonging

Can take longer to enter graduate employment (Crawford)

Why STEPS? (2)

Can find it difficult to take-up extra curricular activities (TUOS WPREU);
BTEC students disproportionately fail to complete their degrees (Holford)



What could we do about it?

The programme intends to build on:

studies on social and cultural intelligence;
aspects of inclusive teaching and learning
(with help from attending the TUOS SEED
programme);

notions of transformation; and

Concepts of competence, autonomy and
relatedness

Invitation to participate



What STEPS includes

An informal mentoring and signposting community

Where students can learn to be confident in their own success

Drawing on help and support already available within the University

And from external sources



Examples of help and support from with TUOS:

study skills centre 301;

the careers service programme aimed at widening participation students (First generation+);

the financial assistance department; and
from Disability and Dyslexia Support Services



New help and support within the Law School to support progression into graduate employment:

introducing a new volunteering initiative
Law into Schools and Colleges - which is



Examples of external help and support:

Bringing in speakers from, for example:

Representatives from bodies representing different members of the legal profession

Recent and not so recent alumni

Local practice

Being confident in your own success

(transition, enablement, progression)